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ABSTRACT

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1982 and 1983, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. The data book is organized into five main sections. The first section evaluates seven elementary school textbooks and learning packages and updates reviews of three texts revised in 1982 and 1983. The second section analyzes 33 secondary-level texts and textbook sets and updates reviews of 16 revised texts. Each analysis in the two sections provides an overview, a section on intended users, rationale and general objectives, content, teachers' procedures, and evaluative comments. The third section presents brief summaries of the purpose, intended user and uses, and content of 31 teacher resources, including books, journals, and newsletters. The fourth section describes 21 social studies guides or curricula available through the ERIC system. The final section, a reinstituted feature in the data book, lists new supplementary materials. Categorized by topic, the list includes title, publisher, date, grade level, type of material, price, and content focus. Indexes are provided for author/editor/developer, grade level, publisher, and subject area. The book concludes with a list of cited publishers' addresses. (LP)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

Volume 9

Edited by Laurel R. Singleton

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Laurel R. Singleton

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound ver-

sion of the Data Book. The paperbound version gives periodic updates to the previous volumes. This annual volume is funded as a major clearinghouse publication of the ERIC Clearinghouse for Social Studies/ Social Science Education, whose contract is held by the SSEC.

This year, several factors led the SSEC staff to decide that additional changes in the Data Book were in order. We had always focused almost exclusively on publications with new copyrights; revised editions were analyzed only if the revisions were major or the original editions had not been included in the Data Book. In the past several years, however, publishers have moved toward more frequent revisions of texts and less frequent development of entirely new products. Feedback from users indicated that information on both new and revised editions of basal materials was important to them. At the same time, our resources permitted us to analyze only a small portion of the many supplementary materials released each year.

Thus, a comprehensive listing of new supplementary materials replaces the analyses of supplementary materials in this year's Data Book. Complementing the analyses of new texts are briefer descriptions of revised editions released in the past year. This new organization is described more fully below.

Organization and Use of the Data Book

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection.

Analyses of curriculum materials in the Data Book are divided into sections by grade level. Thus, the first major section of the book contains analyses of elementary (K-6) social studies materials; seven new two-page analyses of basal programs are followed by three one-page analyses of revised editions. The second major section of the book is devoted to secondary (7-12) curriculum materials; 33 new analyses of basal programs are presented, along with 16 shorter analyses of revised editions. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The sections of the Data Book presenting analyses of elementary and secondary materials are organized in the same way. The two-page analyses of new materials are presented first, arranged in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however,

in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

The two-page analyses are followed by the shorter analyses of revised editions, also arranged in alphabetical order by title. These shorter analyses include all the heading information provided in their longer counterparts, along with a reference to the Data Book volume in which the previous edition was reviewed, an overview of the most significant features of the materials, a description of the major revisions in this edition, and the analyst's comments and suggestions.

The third section of the Data Book includes 31 short analyses of teacher resource materials. The analyses of books for teachers are arranged alphabetically by title. Each analysis includes a heading listing the authors or developers, publisher, publication date, grade level, a description of the materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty-one social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. The abstracts, adapted from those published in Resources in Education (RIE), are arranged alphabetically by title. For each, the ED number is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any ERIC document, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Paper copies (PC) of some ERIC documents may also be ordered from EDRS. When paper copies are not available from EDRS, the ordering source is given with the citation.

When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $1.55 for up to 75 microfiche or paper copy pages. Add $0.39 for each additional 75 microfiche or pages. One microfiche contains up to 96 document pages.

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the Data Book. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

The final major section of the Data Book is the listing of new supplementary materials, which is arranged alphabetically by subject area--from aging to world history. Within each subject area, items are listed alphabetically by title. Each item is listed under only one subject area, so checking terms related to your main area of interest is advised. For each of the items, the list provides the title, publisher, grade level, a very brief description, and total price (other purchase options may be available). The materials in the listing are not included in the indexes, but addresses for publishers are given in the address list.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

This year, we are attempting to analyze all new and revised basal programs. Most of the programs analyzed are texts, but materials in other forms are also included if they are designed to serve as the core material for a social studies course of at least nine weeks. Full two-page analyses of revised editions are written only if the text has not previously been reviewed or if the revisions are so substantial that the original analysis would no longer be descriptive of the program.

Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners. Some of the materials listed in the teacher resource section are also available from ERIC; this information is noted in the analyses. However, they are listed in the teacher resource section because they are easily available from publishers who distribute materials on a nationwide basis. In contrast, the materials listed in the ERIC documents section are either instructional units available only through ERIC or state and local curriculum guides.

The list of supplementary materials was put together from information gathered through a survey of 350 publishers of K-12 social studies materials. The survey, mailed in May of 1983, asked publishers to supply information about new supplementary materials first published in the period from September 1982 through September 1983. The list was compiled from the 69 responses received.

A Word About Readability

For textbooks analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability. The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages in one eighth-grade text may range from fifth to eleventh grade and another eighth-grade text may contain sample passages only ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used.

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, use of phonetic respellings or definitions of a word within a sentence in the passage.

Many publishers prefer the Dale-Chall scale (or Spache formula for primary grades) to the Fry graph. While the Fry graph uses the criteria of word and sentence length, Dale-Chall scores are based on sentence length and the percentage of words not appearing on a list of 3000 familiar words. The Dale-Chall formula does take account of repetitive use of words not on the basic list (often long words) and of proper names, two factors that contribute to high Fry scores. With its 30-some rules and list of 3000 words against which passages must be checked, however, the Dale-Chall scale is much more difficult to apply.

None of the readability formulas assess all--or even most--of the many factors that affect students' ability to read a particular work. The following are some factors relating to content/presentation and format/design that should be considered in assessing the readability of text materials.

Content/Preparation

1. Generally, the shorter the sentences, paragraphs, and chapters in a work, the lower the readability level. Unusual writing styles or difficult stylistic variations in sentence structure may make understanding a passage more difficult than an initial examination might indicate, however.

2. Definitions of new terms may be placed in the text, in marginal notes, in a glossary, or in some combination of these. Different placements may be more appropriate for different groups of students.

3. If many new ideas are presented in a relatively short passage, that passage will be more difficult for students to read. Conversely, previous experience with content covered in a passage will make that passage easier for students to read.

4. Advance organizers often help direct the student's reading, thus lessening the difficulty of the reading task.

5. Passages that address issues that spark student interest are more likely to be read.

Format/Design

1. The amount of print on a page affects readability. A great deal of print per page can make a book difficult and intimidating for students to read. The publisher must make trade-offs in determining how much print to place on each page; the publisher who opts for comprehensive coverage of content or tight control on costs may sacrifice general attractiveness and reading ease.

2. Print size varies somewhat from text to text. The amount of leading (white space) placed between lines varies more substantially and can affect reading ease and general appearance of the text.

3. Text that runs into the gutter makes reading difficult.

4. Most texts are presented in a single- or double-column format. Single columns that are too wide, double columns separated by a narrow margin, and triple columns can have a negative effect on readers who have difficulty tracking.

5. Use of color enhances the general attractiveness of a text, making it more appealing to students. High contrast between the print and paper also eases reading. Print placed over photographs or on colored paper may be difficult for some students to read.

6. Graphics and pictures will aid students in reading if the illustrations are tied to the narrative, reinforcing or supplementing the narrative message in some way. Placement of illustrations is also important. Graphics that break up a passage are not helpful. Illustrations placed at the beginning or end of a passage or used to divide sections will be helpful to students if used in instruction.

Because of the specific disadvantages of the Fry graph and the general problems with readability formulas, we strongly urge you not to select or eliminate any book you are considering based on readability scores alone. We include our own reading analysis and that of the publisher (when available) simply to give you an idea of the average reading level of the text. Textbook selection or nonselection should <u>not</u> rest on reported readability levels alone.

ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
New Analyses		
1	Book of Where, The	9
2	Graphic Learning Primary Social Studies Series	11
3	Kindergarten Keys	13
4	Know Me/Know You	15
5	Macmillan Social Studies	17
6	Our Nation, Our World	19
7	Scott, Foresman Social Studies	21
Updated Analyses		
8	People and Their Heritage	23
9	Steck-Vaughn/Scholastic Social Studies	24
10	World and Its People, The	25

1. BOOK OF WHERE, THE

Author:	Neill Bell
Publisher:	Little, Brown and Co.
Publication Date:	1982
Grade Level:	6-9
Materials and Cost:	Text, paperbound, 119 pp, $6.95
Subject Area:	Geography

Overview

The Book of Where is an excellent and unusual geography book that would probably be best used in seventh grade. The content focuses on teaching basic concepts of geography (and a little geology) and on developing skills of physical orientation. Basic physical characteristics of the large areas of the world, as well as very practical information about how to get around your town, are provided.

Interspersed with the text are numerous activities of varying complexity and extensiveness. Though the book is actually a self-contained teaching instrument and could be used that way by a very bright student, it is probably best used in conjunction with other material and under the teacher's direction.

Required or Suggested Time

The time required to use this book can vary considerably, depending on how it is integrated into the curriculum. Activities from which to choose are suggested every few pages; some can be done in class and some can be given as homework assignments. Each of the book's eight chapters is essentially a self-contained unit (although each chapter builds on the information presented in previous chapters). Therefore, a teacher can use the book very flexibly, using it as the basis of a geography unit or as a supplement during a broader course.

Intended User Characteristics

No unusual teacher preparation is required. A Fry analysis, as well as other considerations related to the difficulty of the material, suggest that seventh grade is probably the most appropriate grade level. Bright, motivated sixth-graders would probably find the book enjoyable and interesting.

Rationale and General Objectives

This book is part of a series of books, called "The Brown Paper School," dealing with a variety of subjects from mathematics and "Time" to sports and fitness. The back cover states that "the series is created by a group of California teachers, writers, and artists who get together every now and then to work on stuff for kids and to have a good time. They believe learning happens only when it is wanted, that it can happen anywhere and doesn't require fancy tools...Accept no substitutes for fun." The Book of Where clearly reflects this philosophy; it is a fun book, but still deals with important geographic concepts.

The content objectives, inferred from the introduction, essentially deal with knowing "your way around the world"--both figuratively and literally--and understanding why events that happen somewhere else may be important to you.

Data sheet by Robert B. Abelson.

Content

The book is organized into eight chapters, starting with small, nearby geographic areas and ending with major, distant areas. The first chapter explains some basic geographic orientation concepts and begins developing related skills, using the student's own home as the area to be studied. Concepts such as maps, scale, and frame of reference are introduced, along with activities reinforcing rudimentary skills. Next comes the study of the neighborhood, including how streets are named and address-numbering schemes, compass directions, and earth/sun relationships. The third chapter expands the reader's horizcns to include his or her city or town, developing such concepts as distance.

Chapter 4 deals with the states, chapter 5 with areas of the country. Many of the activities provided are designed to develop map-reading skills. The final three chapters pertain to world geography. A certain amount of basic geology is also woven into the text to help explain why the continents and oceans exist as they do today. The general physical and climatological characteristics of the continents and oceans are described; little cultural or political geography is included, however.

Teaching Procedures

No teacher's guide is supplied with the book. However, the book itself contains a large number of activities interspersed with the text. Many of these can be done in class, individually or in groups; some require more extensive outside work. The activities range from simply answering questions, to creating models of various kinds, to finding places on a map, to taking surveys. A small number of simple experiments that simulate geological phenomena are included.

Evaluative Comments and Suggestions

This excellent little book is well written and cleverly illustrated. It is a light-hearted, fun book, but it neither talks down to the student nor avoids difficult concepts. It is also a very practical book in that in addition to teaching facts about the world, it also develops skills in practical navigation (such as how to find your way around a strange town).

The book is probably not suitable as a total text in geography, however. It is probably best used as a supplement to generate interest in and enjoyment of geography and to develop skills related to physical orientation. It concentrates on skills and general concepts rather than providing a compendium of specific facts about each region it describes. Some of these skills and concepts may be too elementary for seventh-graders, while others may be too difficult for some students without assistance from the teacher. The approach is so positive and practical, however, that the book can be highly recommended.

2. GRAPHIC LEARNING PRIMARY SOCIAL STUDIES SERIES

Authors:	Pamela Swank, Barbara Fink, and James E. Davis
Publisher:	Graphic Learning Corporation
Publication Date:	1983
Grade Level:	1-3
Materials and Cost:	3 boxes, each containing 1 teacher's guide, 3-ring notebook, 194 to 238 pp; 30 student desk maps with markers; 30 paperbound texts, 45 to 57 pp, $309.00 each
Subject Area:	Interdisciplinary social studies

Overview

Primary social studies has traditionally focused on personal development. Graphic Learning Corporation's program for grades 1-3 follows this tradition in a new way. Building on map and globe skills as a major focus, the Graphic Learning Primary Social Studies Series uses a combination of student handouts, individual study books, and individual laminated desk maps to help students learn about their social world. The series is highly activity-oriented. Students complete one to four activity pages in most of the 60 lessons. The desk maps and study books are used in combination with activity pages in selected lessons. Following the expanding environments approach, grade 1 is entitled "Our Homes and School"; grade 2, "Our Neighborhoods and Groups"; and grade 3, "Our Community and Others."

Required or Suggested Time

Each title can be used for one year of social studies instruction at the primary level. The 60 lessons at each level represent approximately two hours of instructional time per week. Each lesson takes about 40 to 60 minutes. The program has been designed for sequential use, but individual lessons or parts of lessons could also be used to supplement other textbook materials. Teacher time will be required to copy worksheets.

Intended User Characteristics

The program is designed for the average primary-level student. The activity-based nature will appeal to slower learners, and the instructional variety should appeal to more advanced students. The publisher reports that the reading level has been controlled, but the study book for grade 3 is above grade level according to the Fry graph. This is caused by the introduction of social science vocabulary, which is done in a systematic way.

Rationale and General Objectives

The Graphic Learning Primary Social Studies Series is based on the belief that "young students learn most effectively when they learn by doing" and "...need a variety of learning materials and experiences." The program has four general objectives: (1) to develop mastery of map and globe, reading, thinking/decision-making, personal management, and affective/valuing skills; (2) to develop basic knowledge of geography, history, economics, political science, psychology, and sociology; (3) to heighten awareness of and appreciation of the physical and cultural world; and (4) to support and reinforce language arts, math, and science skills. Each lesson has specific objectives. For example, objectives from a lesson for third grade are "To apply cardinal and intermediate directions; to use a compass rose; and to recognize compass roses on various

Data sheet by Frances Haley.

maps." Cognitive, affective, and skill objectives are included throughout the materials, but every type is not emphasized in every lesson.

Content

Grade 1 is entitled "Our Homes and School." Units within this level are "You," "Home and Family," "School," "From Home to School," and "Where I Live." Students assess their personal self--feelings, personality, and appearance. They then learn about their families and the homes in which families live, focusing especially on their own homes. After studying the school environment, students learn about direction by tracing routes from their home to school. Finally, students learn about their town, state, country, and school. Holidays are also covered.

At grade 2, the students' environment expands to the neighborhood. After learning about the relationship between their home, school, and neighborhood, students study the people and places in their neighborhoods. The last two units examine different types of neighborhoods--farms, small towns, cities, desert, mountain, and oceans--and once again look at the city, state, country, and earth.

The four units in "Our Community and Others" take a somewhat different approach. Unit 1 teaches the skills necessary for studying a community. In unit 2, students study a community, focusing on things a community consists of--places to live, to work, to have fun, etc. In unit 3 students study a specific community--Boulder, Colorado--using the skills they have thus-far learned. Finally, students examine various communities in the United States and around the world.

Teaching Procedures

Each of the 60 lessons at each of the three levels is organized in the same manner. Teachers are given a list of materials needed. Most often, these materials are self-contained in the program--the handouts, study books, or desk maps. Occasionally additional materials such as crayons, rulers, scissors, or old magazines are called for. The major lesson objectives describe what the students will learn. Skills to be emphasized are listed, followed by vocabulary to be developed. Both oral and reading vocabulary are listed.

The teaching strategy follows a three-step sequence. "Opening the Lesson" offers strategies for getting the students' attention and building interest. The second section presents the lesson. New content and skills are introduced and a variety of teaching strategies are suggested. Finally, a section describes how to summarize or reinforce the lesson. This section frequently contains suggestions for special projects.

In keeping with the program philosophy, much of the instruction involves students' actually completing written work--handouts or work on the desk maps. These exercises are often done in combination with reading instruction. At the conclusion of each unit, a comprehensive review is provided. These may be used for review or for evaluation.

Evaluative Comments and Suggestions

Graphic Learning Primary Studies Series is a unique primary social studies series. While it has student reading materials, it is not textbook-based. Although it includes coverage of all the social sciences, the central focus is on map and globe skills. The black-line masters for student handouts are a departure from the traditional workbook and will require teachers to arrange for duplication of handouts. A system for keeping student work may also be desirable, as the individual handouts are more difficult to keep track of than a workbook. Finally, the 30 laminated desk maps used over and over throughout the school year are an asset. Plans for cleaning the maps after each use (only water and a rag or paper towel are necessary) and storing them between uses will have to be made. Properly used, the program should serve to build a sound social studies skills foundation for primary students.

3. KINDERGARTEN KEYS

Authors:	Thomas D. Yawkey and others
Publisher:	Economy Co.
Publication Date:	1982 (rev. ed.)
Grade Level:	K
Materials and Cost:	Teacher's guide, 3-ring notebook, 774 pp, $85.50; box containing 268 cards, $94.50
Subject Area:	Interdisciplinary social studies

Overview

Kindergarten Keys is a comprehensive curriculum encompassing social studies, science, music, math, language arts, art, and physical education. While the program has numerous components, the teacher's guide and concept cards are those essential to social studies instruction. The thrust of the experience-based social studies portion of the program is "to help pupils understand the world in which they live." Social studies activities are integrated with activities in the other curricular areas in the program's 15 units, which focus on topics of interest to kindergartners--e.g., self, the senses, the community, the zoo, transportation, and holidays. All units consist of several lessons, each having objectives in the areas of conceptual development, language development, social/emotional development, and perceptual/motor development.

Required or Suggested Time

In addition to its 155 lesson plans, each having a social studies component, the program includes ideas for related learning centers, extending activities, and assessment and prescriptive activities. Thus, ample material is provided for a year's instruction.

Intended User Characteristics

The experience-based and varied approach used in Kindergarten Keys makes it appropriate for use with all students. No teacher training is required, but teachers will need to spend time (1) familiarizing themselves with the materials before the school year starts and (2) gathering materials needed for activities.

Rationale and General Objectives

Kindergarten Keys is designed to promote development in four areas: conceptual understanding, language, the social/emotional arena, and perceptual/motor skills. The aim is to "provide the essential tools for developing children's skills in critical thinking, perceiving, and problem solving, and...promote early independence, positive behavior, responsibility, and self-discipline." The social studies portion of the program is based on the premise that "kindergarten children should begin to understand that plants, animals, and people and their products affect the environment." Specific objectives are provided throughout the teacher's guide. For example, social studies objectives for a lesson on communities are to define and describe a community and to describe ways people share responsibilities.

Data sheet by Laurel R. Singleton.

Content

The 155 lessons in the program are organized into 15 units, which are further grouped into three color-tabbed sections. The first section comprises three units to be taught first because they serve as a base for the rest of the year's work. These units are "Me," in which students focus on themselves as individuals, members of families, and part of their school; "My Senses," which provides one lesson on each of the five senses; and "My Community," which focuses on services and interdependence in communities.

The second group of units can be used in any order throughout the year, but lessons within each unit should be taught in sequence. Topics of these units are "The Farm," Plants," "Birds, Spiders, and Insects," "Land Animals," "Transportation," "Living in Early Times," "Sea Life," "Freshwater Life," and "Our World." Social studies activities in these units often focus on the importance of the natural world to people and on the interdependence of all living things.

Lessons from the final group of units can be interspersed at appropriate times during the year. These units focus on "The Zoo," "Holidays," and "Seasons."

Teaching Procedures

The program employs a variety of instructional techniques, including discussion of photos and drawings provided on the concept cards, working with models and realia, listening to music, role playing and dramatic play, and listening to resource people.

The teacher's guide provides detailed guidance for implementing the program. The guide includes a helpful introduction as well as an appendix containing an index of skills, additional lessons on storytelling, a unit-by-unit bibliography, and a list of appropriate films and filmstrips. For each unit, the guide presents a rationale statement, objectives in the four areas of development, ideas for activity centers, and a chart detailing the objectives for each lesson in all the curricular areas. The lesson plans are equally detailed, with a science or social studies activity opening each. Assessment and extending activities are provided throughout the lessons and at the end of each unit.

Evaluative Comments and Suggestions

Kindergarten Keys is truly a comprehensive and varied program. Its content would serve well as an introduction to most of the available 1-6 social studies programs.

4. KNOW ME, KNOW YOU

Author:	Merle B. Karnes
Publisher:	Developmental Learning Materials
Publication Date:	1983
Grade Level:	Preschool-3
Materials and Cost:	Box containing 16-pp paperbound teacher's guide, 104 activity cards, 64 picture cards, 32 black-line masters, 2 hand puppets, and 1 cassette tape, $125.00
Subject Area:	Affective education, social studies

Overview

Know Me, Know You is an activity program designed to help children aged 3-8 "think about social and emotional situations, recognize the resulting feelings, and anticipate possible problems and then suggest appropriate solutions to those problems." The program, which can be used as the core material for or a supplement to a preschool or early elementary social studies program, employs a problem-solving method with a range of instructional materials. Topics covered in the program's five units are "My Body," "My Feelings," "Me and Others," "Being Me, Being You," and "Me and My Family."

Required or Suggested Time

Know Me, Know You contains 104 activities of varying lengths. Little preparation time is required, as directions are clear and materials needed are commonplace. The program can be used in a supplemental fashion or as the basal material for a preschool or early elementary social studies program. The first two units (40 lessons) are to be used first; the remaining three units can be used in any order.

Intended User Characteristics

The program is designed for use with students aged 3-8 in nursery school, preschools, kindergartens, or the early elementary grades. Lessons are brief and require no reading. The program will be most effective in the hands of a teacher who will reinforce the ideas presented in all aspects of classroom life and will work closely with parents in implementing the program.

Rationale and General Objectives

The purpose of this program is "the healthy emotional/social development of young children." To meet that overall purpose, the program has five major objectives: "(1) To help children know and like themselves both outside (their physical selves, talents, and skills) and inside (their feelings, emotions, ideas, likes, and dislikes), (2) to help children recognize their own feelings and needs, as well as those of others (family members, playmates, classmates, teachers), (3) to help children recognize and use behaviors that are appropriate in different situations (classroom, home, and during play with others), (4) to help children develop logical and creative problem-solving abilities, (5) to help children learn how to generalize behaviors from one situation to another."

Content

Know Me, Know You is divided into five units. The first, "My Body," is designed to help children become more

Data sheet by Laurel R. Singleton.

aware of their bodies and the physical differences and similarities between people. The second unit, "My Feelings," helps children understand and express emotions in socially acceptable ways. Among the emotions examined are happiness, anger, sadness, jealousy, fear, boredom, and frustration.

In unit 3, "Me and Others," students learn about getting along with others in group settings and on a one-to-one basis. Also emphasized are the qualities of friendship. "Being Me, Being You," the fourth unit, helps children recognize and appreciate their own and others' likes, dislikes, abilities, and skills. The aim is to encourage a positive self-image as well as tolerance of others. The final unit, "Me and My Family," looks at who makes up a family, how family members help each other, how family members feel in various situations, and how children can show consideration for the feelings of family members.

Teaching Procedures

The core materials of the Know Me, Know You program are its 104 activity cards. Each presents the objective for the activity, a list of the materials needed, teaching steps, and reinforcement activities. The activities are varied. For example, in the first lesson, students look in the mirror and describe their physical appearance, make puppets that look like themselves, and then look in the mirror again to compare their reflections and their puppets' appearance. In an activity on recognizing feelings, students examine a number of the picture cards provided in the kit, identifying how the people shown feel, thinking of reasons why they might feel that way, and remembering times they had similar emotions. Questions on the backs of the 64 picture cards help teachers stimulate student thought and discussion. A third example of the instructional variety is an activity in which students role-play conflict situations between friends. Many of the activities involve use of puppets--either the two hand puppets provided in the kit or student-made puppets. One activity in each unit draws on an original song and accompanying game provided on the cassette tape in the kit.

An unusual feature of the program are the 27 black-line masters for home activities. These activities, keyed to the main activity cards, suggest simple ways in which parents can reinforce learning in such areas as following family rules, developing creativity, dealing with loss, and understanding individual differences. For example, the activity card on understanding individual differences suggests that parents make handprint cookies for the family to compare (and eat) and play a game while driving in the car with their child in which the parent and child identify similarities and differences between them. Parents are also reminded that their own tolerance or intolerance toward differences serves as a model for their children.

The brief, but helpful, teacher's guide provides an introduction to the program in which its purpose, objectives, components, and content are explained. Suggestions for implementing the program are given, as are ideas for using the picture cards in ways other than described on the activity cards. The guide ends with a complete listing of the activity card and black-line master objectives.

Evaluative Comments and Suggestions

The content of this program would make it most appropriate as basal material for a kindergarten social studies program, dealing as it does with self, friends, and family. It could also be an effective supplement at the other primary grade levels. The problem-solving method central to many activities may be unfamiliar to some primary-level teachers, but the almost script-like instructions for using many lessons should help teachers become comfortable with the technique. A strength of the program is the emphasis on parental involvement, which will require teacher commitment for successful use.

5. MACMILLAN SOCIAL STUDIES

General Editors:	Prudence Cutright and John Jarolimek
Publisher:	Macmillan Publishing Co., Inc.
Publication Date:	1982, 1983 (rev. ed.)
Grade Level:	K-7
Materials and Cost:	Oversized text (K), paperbound, 35 pp, $87.60; 7 texts, hardbound, 199 pp to 576 pp, $7.95 to $14.34; 8 teacher's editions, hardbound (except K), 80 pp to 704 pp, $9.00 to $18.99 (supplementary materials include workbooks and activity sheets and tests on black-line masters, all for grades 1-7)
Subject Area:	Interdisciplinary social studies

Overview

The revised Macmillan Social Studies is a basic elementary series for grades K-7. The developers state that "in order to preserve those freedoms which form the basis of American life, young people must understand and appreciate the origins of these freedoms." They believe the collective disciplines, known as social studies, play the greatest role in preparing students for the responsibility of exercising those freedoms. The series develops major concepts and generalizations from all of the social studies disciplines, with a particular emphasis on history and geography. Reading and discussion are the major teaching strategies, with many ability-coded activities suggested for reinforcement of content and development of related skills.

Required or Suggested Time

These materials are designed for a one-year social studies program for grades K-7. Workbooks as well as suggestions for projects in the texts and teacher's editions provide enrichment activities that can be completed in or out of class.

Intended User Characteristics

Macmillan Social Studies is intended for students in kindergarten through seventh grade. Using the Fry graph, this analyst found the texts to be at grade level, except for the grade 5 text, which came out slightly above grade level. The texts do include aids to reading development. Photographs appear to be nonsexist and representative of a wide variety of racial and ethnic groups.

No special teacher training is necessary.

Rationale and General Objectives

The series aims to prepare students "for responsible citizenship in American society by developing an understanding of the contributions of the past, the issues of today, and the concerns of the future." Six broad objectives are given: (1) to provide "content that stimulates an understanding and respect for our American heritage, development of a responsible role in our democratic society, appreciation of the value of cooperation and the importance and need for rules and laws, respect for institutions, varying cultures, and the natural environment"; (2) to offer students a course of study with "ever-widening horizons"; (3) to provide a "strong factual base of knowledge" in geography, history, economics, and government; (4) to develop the basic skills of "literal comprehension and critical thinking skills in reading, vocabulary development, map and globe

Data sheet by Judith E. Hedstrom.

skills, writing and speaking skills, and the study of chronology"; (5) to present up-to-date content through various writing styles and graphics; and (6) to present balanced content "in which sex, race, and ethnic themes are presented without stereotypes." More specific objectives are given in the teacher's editions.

Content

The kindergarten component, My World, focuses on self and social awareness as well as time, the concept of history, and basic geographic notions. Families and Friends, grade 1, examines family and school life, the need for rules, and the foundations of our history. People and Neighborhoods, the text for grade 2, focuses on neighborhoods and the local community.

Students compare U.S. communities past and present in grade 3, Communities Today and Yesterday. The Earth and Its People, grade 4, examines communities in grassland, mountain, desert, polar, tropical, and island regions. A history section is included for each region, developing the theme of change. In grade 5 students learn about The United States and the Other Americas. A brief history of the United States is presented, followed by a more in-depth geographic/economic study of six regions and a unit on "American Neighbors." The sixth-grade text, Nations of the World, examines the Middle East, Asia, Mediterranean lands, Africa, Europe, the Soviet Union, and nations of the Pacific, with the greatest emphasis on Europe. In World Neighbors, the seventh-grade text, students are involved in a region-by-region look at the world. There are also units on the earth's geography, living on the earth, the United States in world affairs, and population and land use.

Each text concludes with a section on maps and globes keyed to different lessons within the text. The teacher's editions also emphasize current events, suggesting several ways to integrate these into the content.

Teaching Procedures

The teaching methods employed are fairly traditional. A three-step organizational framework is featured at each grade level: introduction of skills and content, development of skills and content, and review and reinforcement of skills and content. Students learn primarily from reading; studying pictures, charts, and maps; and discussion. The teaching of reading is emphasized, with vocabulary- building aids included. Activities include vocabulary games and exercises, factual and discussion questions, community surveys, map and globe activities, doing research, and projects such as making scrapbooks and designing bulletin boards.

In the teacher's editions activities for students working below grade level, average students, and gifted or talented students are coded by symbols. The teacher's editions include for each unit concept, skill, and attitude objectives; suggestions for introducing the unit; activities for meeting individual needs; suggestions for concluding and evaluating the unit; answers to study aids; and an objective unit test. There are about 15 black-line masters in the back of each teacher's edition; these correspond to skills activities suggested in the teacher's manual. Workbook activities provide additional reinforcement for reading, map, and picture interpretation skills related to the content in the text.

Evaluative Comments and Suggestions

This edition of Macmillan Social Studies is actually somewhat less flexible than its predecessor, which offered alternative texts at the sixth-grade level; this move is in contrast to the efforts of other publishers to offer more choice at the middle school level. In most other ways--rationale, general content arrangement, and overall approach--this edition resembles previous editions of this traditional but popular series.

6. OUR NATION, OUR WORLD

Authors:	Leonard Martelli, Alma Graham, and others
Publisher:	McGraw-Hill Book Co. (Webster Division)
Publication Date:	1983
Grade Level:	K-6
Materials and Cost:	Kindergarten set containing teacher's guide, activity sheets, picture packet, and record chart, $147.00; 6 texts (1-6), hardbound, 128 to 448 pp, $7.65 to $13.08; 6 teacher's editions (1-6), spiralbound, 152 to 480 pp, $18.15 to $25.86; tests and worksheets on black-line masters (1-6), free with purchase of classroom set
Subject Area:	Interdisciplinary social studies

Overview

While this series retains some material from the publisher's 1979 program, it is essentially a new series. Its aim is to "develop effective, participating, responsible citizens of the United States." Content has been drawn from all the social sciences, with emphasis on history, geography, economics, and citizenship. Content is arranged according to the expanding environments model and presented in well-illustrated, readable text. Each book includes a unit on map and globe skills, another series emphasis. The teacher's editions provide detailed daily lesson plans stressing reading and discussion. Black-line masters provide tests and paper-and-pencil activities reinforcing content and skills.

Required or Suggested Time

Our Nation, Our World provides ample material for a year of social studies instruction at each elementary grade level. The teacher's editions are organized into daily lesson plans, which are specifically designed to minimize teacher preparation time.

Intended User Characteristics

The series is appropriate for use in heterogeneous K-6 classrooms. This writer's Fry readability analysis of the grade 1-6 texts showed all to be at grade level except grade 3, which was one level above its designated grade. The publisher's analysis showed all six books to be at grade level. Vocabulary development is stressed in each lesson. In addition, the teacher's editions' detailed instructions for presenting the material through discussion will assist in conveying content to any students who have serious reading problems. No special teacher training is required.

Rationale and General Objectives

The purpose of the series is "to educate and develop citizens who will understand the freedoms and workings of our democratic society and who will help preserve those freedoms, while continuing the nation's commitment to greater justice for all." To meet that purpose, the developers organized the series around essential knowledge and skills: knowledge related to all the social sciences but particularly to history, geography, economics, and citizenship; and map and globe skills, study skills, thinking skills, and social participation skills. The teacher's editions provide a purpose statement for each chapter written so that it can be read aloud to students, as well as behavioral objectives for every lesson.

Data sheet by Laurel R. Singleton.

Content

The series is organized according to the traditional expanding environments arrangement, moving from self in the kindergarten program (which was not reviewed) to the world in grade 6.

The first-grade text, Meeting People, covers such topics as how people are alike and different, going to school, families around the world, the functions of neighborhoods, and the United States as a part of the world. The series's interdisciplinary nature is evidenced at the earliest level, with students examining issues from historical, global, and futures perspectives. Maps and globes are also introduced.

The text for grade 2, Going Places, opens with a unit on maps and globes, as do the grade 3-6 texts. Subsequent units examine earth's geography; how people function in groups; how people get food, clothing, and shelter; and the functions of communities. Communities, for grade 3, devotes one unit each to the eastern, middle, and western United States, looking at the geography, economics, history, politics, and resources of communities in those regions. The last two units are devoted to Canada and Mexico.

The grade 4 text, Earth's Regions, opens with an introduction to geography and map and globe skills. The second unit presents an overview of North America and its people, followed by a brief look at regions of the United States. South America, Africa, Europe, and Asia are covered in subsequent units. One chapter in each unit provides an overview of the continent; the second examines life in one geographic setting.

United States, the fifth-grade text, presents an overview of U.S. geography, followed by a chronological presentation of U.S. history and an overview of our nation's culture groups. The people of Canada and Mexico are treated briefly. In The World, sixth-graders examine world geography, ancient history, and cultural development in Europe, Asia, Africa, and Latin America.

Teaching Procedures

For each unit in the student texts, the teacher's editions provide an overview and lists of books for students and teachers. Chapters within the units are divided into daily lessons. Plans for the lessons begin with a list of student objectives, time required, resources needed, and vocabulary to be developed; vocabulary words also appear in a box at the beginning of the lesson in the student text. Background information teachers can use in presenting the lesson is presented, along with detailed questions for introducing, developing, concluding, and extending discussion of the text material. The teacher's editions also provide one or more additional activities for each lesson; most of these involve some type of seatwork (making a map, writing a paragraph, completing a worksheet, etc.), but at the intermediate level, some group activities--usually team research and reporting to the class--are also suggested. Section, chapter, and unit reviews in the student text provide additional exercises.

Evaluative Comments and Suggestions

Our Nation, Our World is a very readable program with a commendable interdisciplinary approach. While emphasis is placed on map and globe skills, the map program has some sequencing problems (as do the map programs of many elementary series). Teachers who rely primarily on reading and discussion will find this program particularly appealing, since ideas for discussion of the texts are so well detailed in the teacher's editions. Teachers who use an activities-based approach will find the series less attractive.

The series is less flexible than some other programs, which offer alternative books for grades 6 and 7. The sixth-grade text's somewhat inconsistent presentation of content relating to different areas of the world may reflect a desire to address this deficiency by presenting a "little bit of everything."

7. SCOTT, FORESMAN SOCIAL STUDIES

Authors:	Various
Publisher:	Scott, Foresman and Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	K-7
Materials and Cost:	9 books, hardbound (except K), 64 to 512 pp, $3.97 to $12.97; 9 teacher's editions, spiralbound, 112 to 560 pp, $6.22 to $16.62 (supplementary materials include workbooks, teacher notebooks, map and globe exercises, and tests on duplicating masters for grades 1-7)
Subject Area:	Interdisciplinary social studies

Overview

The revised Scott, Foresman Social Studies series offers material for grades K-7. The texts follow the expanding environments content approach and are distinguished by high-interest level content and a thematic approach. At the sixth- and seventh-grade levels a choice of three texts is offered, each designed for a year's course. Enhancing the series are special features on careers, consumer concerns, the environment, citizenship, building social studies skills, and getting to know important people. Discussion is the major teaching strategy with many student involvement activities for different interest and ability levels suggested.

Required or Suggested Time

Materials at each grade level are designed to provide a full year's school work. The texts are arranged into lessons (K-2) or chapters (grades 3-7) aimed to teach one main idea during approximately one week of social studies classes. Weeks of instruction are somewhat fewer than the actual weeks in a school year to allow for testing and other functions that take away from class time. The time required to complete each lesson is stated in the teacher's editions. Extending activities require out-of-class or additional in-class time.

Intended User Characteristics

The Scott, Foresman Social Studies series provides materials for the typical range of students in grades K-7. The authors emphasize that "social studies is for everyone," pointing out that a student who has trouble in reading, for example, may be "a whiz at maps." Throughout the teacher's editions, additional activities suggested are identified as "easy, challenging, for students with special learning needs, for high-potential students, for interested students, for small groups, and for whole class." In addition the teacher's editions include general suggestions for "Helping Students with Special Learning Needs" and "Directing High-Potential Students." Based on the Fry graph, the texts seem to be written at or slightly above grade level. The graphics and content treat both sexes and a variety of racial and ethnic groups fairly. Teachers can use the series without inservice training.

Rationale and General Objectives

Although the developers of Scott, Foresman Social Studies do not state an explicit rationale or philosophy, the program seems to be based on a commitment to offer students an interdisciplinary social studies experience based on seven broad

Data sheet by Judith E. Hedstrom.

themes "representing universal human concerns." These themes are diversity, interdependence, power, identity, socialization, choices, and change. Five goals of citizenship education are emphasized: knowing about government and law, appreciating the ideals of democracy, making decisions, cooperating in groups, and promoting individual and community interests. Five additional skill areas are singled out for attention: study skills, map and globe skills, graphic aid skills, time-related skills, and thinking skills. The teacher's editions list specific knowledge and skill objectives for each lesson.

Content

The program follows the expanding environments approach. In the grades K and 1 programs, People Around Us and Families and Friends, students focus on self-identity, families, and friends. Students in second grade look at Neighbors Near and Far. The focus in grade 3 is on communities in City, Town, and Country. Grade 4 is titled Regions of Our Country and Our World but also includes some U.S. history, a somewhat unusual feature at this level. Grade 5 covers U.S. history in detail. Teachers at grades 6 and 7 can choose from three texts: The Western Hemisphere: Latin America and Canada and The Eastern Hemisphere: Europe, Asia, Africa, and Oceania are primarily historical and geographical overviews of the nations of these hemispheres; Our World: Lands and Culture emphasizes modern world cultures and geography. Numerous case studies are used.

Each text includes seven units; the seven themes mentioned above are either the major organizers for these units or are the secondary organizers within a larger chronological or regional scheme. Content used to develop the themes varies across grade level. For example, the theme of choices is explored in terms of economics in grade 2 (how people meet their needs and wants), history in grade 5 (how choices have affected the way U.S. government took shape and the nation grew) and the interaction of culture and geography in grade 6 (how culture and geography have affected political and economic choices in African nations).

The texts include a number of special features. These focus on such topics as the environment, careers, consumer concerns, and notable people. Citizenship features appear in all the texts, as do special pages developing other important social studies skills.

A variety of interesting visuals, stories, and original document reproductions enhance the texts. Workbook activities supplement the content of the texts and reinforce the skills developed.

Teaching Procedures

Reading and discussion are the primary teaching strategies for each lesson. The teacher's editions contain suggested teaching time, knowledge and skill objectives, vocabulary words, a preliminary activity, suggestions for developing the lesson, additional activities, answers to review questions, and related materials. Special emphasis is placed on discussion strategies. Other activities include plays, research, letter writing, group work, figuring out secret codes, etc. As previously mentioned, activities are suggested for groups or the whole class, and for students with different motivational and ability levels.

A teacher's resource center is available for each grade. These notebooks include ideas for more in-depth projects, games and recipes from featured countries and cultures, suggestions for bulletin boards, black-line masters, and a wall map. These were not available for analysis.

Evaluative Comments and Suggestions

Scott, Foresman Social Studies is a sound elementary program. Program strengths include the high-interest content, attractive format, detailed teacher's editions, and alternative text offerings at grades 6 and 7.

8. PEOPLE AND THEIR HERITAGE

Senior Authors:	Ernest W. Tiegs and Fay Adams
Publisher:	Ginn and Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	K-7
Materials and Cost:	24 posters (K), $95.00; teacher's guide (K), spiralbound, 116 pp, $12.00; 8 texts (1-7), hardbound, 96 to 510 pp, $7.10 to $12.10; 8 teacher's editions, spiralbound, 112 to 706 pp, $9.15 to $14.15 (supplementary materials include workbooks, worksheets on duplicating masters, and tests)
Subject Area:	Interdisciplinary social studies
Originally Reviewed:	Data Book, vols 5 and 6 (1980 and 1981)

Overview

This new edition of Ginn's standard, the Tiegs-Adams social studies program, includes materials for grades K-7. The series presents traditional social studies content to help students understand their national heritage and become participating citizens. Topic offerings follow the usual expanding environments pattern except at grades 1 (where the focus is school rather than family) and 4 (which covers social history of early America). Three alternatives for grades 6 and 7 cover world history, world geography, and Latin America. Fry readability analyses show all texts to be at or below grade level except the fifth-grade text, which is one level above grade in readability. Detailed lesson plans and other aids are provided in the teacher's editions.

Major Revisions

People and Their Heritage differs from its 1979 predecessor in its expansion of the program from coverage of grades 1-6 to grades K-7. The new kindergarten program, comprised of 24 posters and a teacher's guide, includes 36 lessons organized around five themes: self, friends and neighbors, rules, needs, and other people/other places.

The texts for grades 1 and 2 have not been substantially changed. Main body changes in the student texts for grades 3, 5, and the world history book at grade 6 are minor. Significant rewriting and editing have been done in the fourth-grade text to improve readability and clarity; the content and organization remain the same, however. The back-of-the-book material for grades 3-6 has been augmented, with an expanded glossary, paper-and-pencil activities for each unit, and an atlas. Tests and outline maps have been added to the teacher's editions.

At grades 6/7, two texts have been added to the series. Latin America, which was originally published in 1980, combines a chronological/topical examination of Latin American history and life. The Earth: Geography and Culture examines the interrelation of the natural environment and culture in regions around the world. International trade and other economic relations are stressed.

Evaluative Comments and Suggestions

The expansion of this traditional series will provide more flexibility in its use. While many maps are used throughout the series, little attention is given to systematic development of the basic map skills students would need to use these maps.

Original data sheets by Sharryl Hawke and Ann M. Williams; update by Laurel R. Singleton.

9. STECK-VAUGHN/SCHOLASTIC SOCIAL STUDIES

Senior Author:	Stanley Klein
Publisher:	Steck-Vaughn Co.
Publication Date:	1983
Grade Level:	K-6
Materials and Cost:	Teacher's guide and 5 posters (K), $32.40; 6 texts (1-6), hardbound, 144 to 464 pp, $8.10 to $13.77; 6 annotated teacher's editions, spiralbound, 192 to 496 pp, $12.15 to $18.45 (supplementary materials include testing booklets on duplicating masters for grades 1-6 and workbooks for grades 3-6)
Subject Area:	Interdisciplinary social studies
Originally Reviewed:	Data Book, volume 7 (1982)

Overview

The content of the Scholastic Social Studies program is organized according to the expanding horizons design. However, because the developers concentrate on the United States as the context for learning, less attention is given to other world regions and countries than in some programs. A range of social science disciplines forms the content base for the series, with heavy emphasis on history, geography, citizenship, and skill development. Instructional procedures are outlined in detailed and comprehensive teacher's editions. While the bulk of the material is presented through reading and discussion, student involvement activities are also suggested. The activity books available for grades 3-6 provide further exercises.

Major Revisions

The 1983 edition of the series is a moderately revised version of its 1981 predecessor. The most significant changes have been made at grades 1, 5, and 6. The grade 1 text, Our Families, has several new "Skill Builders" (activities in each chapter that focus on development of an array of social studies and reading skills) and a new chapter entitled "People Work for Our Country." This chapter briefly introduces the three branches of the federal government and the roles of government workers. The fifth-grade text, Our Country's History, includes a new chapter on Canada and Latin America, as well as updated information reflecting the results of the 1980 election and the current economic situation. The reference material at the back of this text has been expanded. The grade 6 text, Our World Today, includes a new chapter on Canada and additional material in the reference section. The grades 2-4 texts--Our Neighborhoods, Our Communities, and Our Country Today--have had very minor revisions.

Completely new is the kindergarten component, comprised of a teacher's guide with activity masters and a set of five color posters. Entitled Myself and Others, this level looks at the self, the home and family, school, the community, and citizenship.

Evaluative Comments and Suggestions

The Scholastic Social Studies program is current, well researched, and attractively presented; effective use is made of photographs, maps, and other illustrations. Heavy emphasis is placed on skill development, while affective content and global concerns are downplayed. The teacher's editions are systematic and comprehensive.

Original data sheet by Greg Birchall; update by Laurel R. Singleton.

10. WORLD AND ITS PEOPLE, THE

Authors:	Various
Publisher:	Silver Burdett Co.
Publication Date:	1984 (2nd ed.)
Grade Level:	K-6
Materials and Cost:	Box (K) containing 192-pp paperbound teacher's guide and multiple copies of 27 four-pp student handouts, $48.60; 6 texts (1-6), hardbound, 152 to 502 pp, $7.40 to $12.25; 6 teacher's annotated editions, hardbound, 240 to 262 pp, $10.90 to $15.75 (supplementary materials for grades 1-6 include workbooks, teacher's editions of workbooks, tests, and teacher resource packages)
Subject Area:	Interdisciplinary social studies
Originally Reviewed:	Data Book, volume 7 (1982)

Overview

Like its 1982 predecessor, this edition of Silver Burdett's elementary social studies program follows an expanding horizons approach, with students moving from the study of self (K) to families (1), neighborhoods (2), communities (3), regions (4), the United States (5), and the world (6). The series was developed to "help students understand the world around them and to instill in them the knowledge and skills necessary for responsible citizenship." The series focuses on five skill areas: map and globe, reading, language arts, reasoning, and societal (life skills, human relations, and citizenship/values). An unusual feature of the program is a strong emphasis on parental involvement.

Major Revisions

Minimal updating of narrative, illustrations, and activities has been done in the student texts for grades 1-6. The major changes in the program involve the addition of a kindergarten component and expansion of the teaching aids available. The new kindergarten component consists of a teacher's manual accompanied by multiple copies of four-page student handouts for 27 lessons. Each handout contains a color photograph, a note to parents, activity directions, and material for completing the activity. The teacher's manual provides detailed instructions for using the handouts, including a story to accompany each photograph, as well as numerous extension activities.

For grades 1-6, the teacher's annotated editions remain the core teaching tools. The annotations now provide more background information and discussion questions than in the previous edition; the annotations also key teachers to appropriate pages in the back-of-the-book material. New are the teacher's resource packages, which contain black-line masters for skill worksheets, maps, tests, and letters to parents in Spanish and English.

Evaluative Comments and Suggestions

This edition of The World and Its People contains abundant teaching material in easy-to-use formats. The teacher's resource packages will provide an attractive option to schools not able to invest in consumable workbooks each year. The excellent kindergarten component is also a welcome addition to the program. One questions, however, why a new copyright for the student texts was needed, given the recency of the first edition.

Original data sheet by Sharryl Hawke; update by Laurel R. Singleton

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Note: Entries 1, 5, 7, and 8 in the elementary section are also appropriate for use at the secondary level.

11. ADVENTURES IN AMERICAN HISTORY

Authors:	Naomi Glanzrock and Jay Glanzrock
Publisher:	Silver Burdett Co.
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 376 pp, $14.22; teacher's annotated edition, hardbound, 376 pp, $20.50; activity sheets on duplicating masters, 24 pp, $12.40
Subject Area:	U.S. history

Overview

Adventures in American History provides a one-year survey of U.S. history for students in grades 7-12 who read below grade level. For this edition, the cover, two final chapters on post World War II history, and maps and charts have been updated. Sexist comments have been modified, for example, "Boys like snakes" has been changed to "Students like snakes." Major features, the content of the first 24 chapters, midyear and final review exercises, audiovisual suggestions, and spirit master exercises have not been revised. Most of the exercises are pen-and-paper or discussion activities.

Required or Suggested Time

The teacher's edition provides a chart based on a 180-day school year and depicting the number of days that should be allotted to each of the 26 chapters. These allotments range from 5 to 12 days and include time for chapter reviews and films. All other scheduling decisions are left to the discretion of the teacher.

Intended User Characteristics

The book is designed for secondary students who are slow learners. The publisher performed readability tests on 64 samples from the body of the texts using the Dale-Chall formula. The average reading level of these passages was grade 6 although it appears that the test was performed on the first textbook edition. When the Fry formula was used to test six passages, the average reading level was found to be grade 7. Additional features designed to assist slow learners include short chapter sections with headings in bold type, numbered paragraphs, and phonetic spellings for names, places, and social studies terms. No special teacher characteristics are required.

Rationale and General Objectives

The authors developed the textbook for two reasons: (1) to give slow learners "the satisfaction of succeeding with daily assignments while improving reading skills" and (2) to set "forth basic instruction in the essential content of American history" by writing in a lively style and more detail. Neither goals nor objectives are included in either the teacher's or student editions. Most of the questions in the chapter, midyear, and final tests and the spirit master exercises require students to recall facts and develop a few geography skills.

Content

The content of the text focuses on basic U.S. history--major military and political events interspersed with a few social history topics. Events are presented chronologically. Titles of the first 24 chapters are: (1) "Columbus Finds a New World,"

Data sheet by Sheryl B. Robinson.

(2) "Spain in the New World," (3) "England, France, and Holland in the New World," (4) "The Thirteen English Colonies," (5) "Life in the Colonies," (6) "The American Revolution," (7) "The Constitution," (8) "The New Government," (9) "The First Frontier," (10) "Transportation: New Roads and Canals," (11) "Testing the Government," (12) "The Revolution in Machines," (13) "The Years of Andrew Jackson," (14) "The United States Expands to the Pacific," (15) "The Steps to War," (16) "The Civil War," (17) "Reconstruction - Rebuilding the South," (18) "The Last Frontier," (19) "The Newcomers - Immigrants in America," (20) "Machines and People," (21) "America Becomes a World Power," (22) "World War I," (23) "The 1920's and the New Deal," and (24) "World War II."

Chapter 25, "The United States and the World Since 1945," discusses communism, relations with the Soviet Union and other nations, and the arms race. The final chapter, "The United States Today," discusses presidents from Harry Truman through Ronald Reagan; national issues such as equal rights for blacks, women, and other minorities; national problems, poverty, pollution, energy, and urban centers; and finally, the challenges of the space program.

The narrative reads like a standard textbook. Most of the visual aids are in black, white, and blue. Lists of important dates and important Americans who are not mentioned in the text as well as political maps of the United States and the world are included in the appendix.

Teaching Procedures

Although the teacher's edition provides a timetable for covering text chapters, it contains very little substantive guidance for teaching. There are no objectives or lesson plans. The major suggestion for a learning activity is to have students answer questions in the chapter, midyear, and final reviews on paper or in a discussion and to complete the spirit master exercises. A few of the annotations that appear throughout the edition suggest more unique learning activities, but most present background information on a topic or suggest a reference book for additional reading. Answers to all student exercises are included.

Evaluative Comments and Suggestions

Adventures in American History is a basic textbook for students who read below grade level. Its major strength is a grade 7 reading level and other reading aids. Its major weaknesses are repetitive traditional learning exercises and black, white, and blue illustrations that may not hold student interest. Although many social studies programs provide teachers with a limited amount of lesson planning assistance, this one provides less than usual.

12. AMERICAN CIVICS

Authors:	William H. Hartley and William S. Vincent
Publisher:	Harcourt Brace Jovanovich, Publishers
Publication Date:	1983 (4th ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 576 pp, $14.40; teacher's guide, paperbound, 284 pp, $6.30; workbook, paperbound, $3.90; teacher's edition of workbook, paperbound, $7.50; tests, paperbound, $2.25
Subject Area:	Citizenship education, civics, U.S. government

Overview

While the 1983 edition of American Civics retains the basic purpose and overall organization of the previous version, most of the text has been rewritten, new sections and features have been added, and the layout has been redesigned. Acquisition of knowledge about civics topics and development of social studies skills are stressed, as is preparation for citizenship. The text is designed for use with junior high students of varying abilities and can be used in either a yearlong or semester course. The teacher's guide provides a number of teaching aids, including clear lesson plans and masters for student worksheets. The workbook provides reinforcement activities; the tests cover both knowledge and skill objectives.

Required or Suggested Time

The text is designed for use in a one-year U.S. government or civics course. The teacher's guide describes how the material could be condensed for use in a semester course. The material in the student text is organized into identifiable one-day lessons with questions at the end of each daily section. In a yearlong course, there should be sufficient time to cover all the special features and selected chapter and unit extension activities. Little teacher preparation time will be needed.

Intended User Characteristics

American Civics is designed for use with junior high school students of varying abilities. The average reading level of grade 8, according to the Fry graph, should make the book suitable for the intended audience. The wide range of suggested activities and emphasis on skill development should also facilitate use of the text with students of diverse academic abilities. No teacher training is required to use the text.

Rationale and General Objectives

According to the authors, the primary goal of American Civics is "to present basic information young citizens need for an understanding of their government--how it operates and their relationship to it." Furthermore, the text is designed "to inform students, to provoke their interest and concern, and to motivate them to take an active role in our democratic society." Because the authors believe that knowledge alone is not enough, the text also emphasizes the development of (1) attitudes of patriotism, civic-mindedness, loyalty, and respect for the law and (2) the ability to think critically, communicate clearly, and participate in the political system. To help teachers achieve these broad purposes, the teacher's guide presents knowledge, skill, and affective objectives for each chapter of the text.

Data sheet by Laurel R. Singleton.

Content

This edition of the text contains the same eight units as the previous edition, but the text has largely been rewritten, and chapters have been added and deleted. The first unit focuses on the ideas and ideals on which the American system of government is based. Two new chapters provide greatly expanded coverage of the Constitution and its Amendments. The second unit covers the three branches of the federal government, while unit 3 examines state and local government. The fourth unit looks at the role of the citizen in the government. The two-party system is explained, and a new chapter emphasizes the importance of participation in the political process. Taxation is also covered.

The fifth unit looks at citizenship in the home, school, and community. The sixth unit covers the American economic system and career possibilities within that system. The seventh unit focuses on American foreign policy. The final unit is designed to help students understand current political, economic, and social problems. Issues covered include urban problems, equal rights, crime and the criminal justice system, the environment, and energy.

The "What Do You Think" features of the previous edition, which focused on controversial issues, have been dropped. In their place is a series of case studies relating to "Citizenship in Action." Special boxed features entitled "Did You Know That..." and "Can You Guess?" stimulate student interest with unusual pieces of information.

Teaching Procedures

Many aids to teaching are provided in both the student text and the teacher's guide. Check-up questions at the end of each text section provide students with an opportunity to check their comprehension of what they have read. Each chapter also includes a skills section and a chapter review. The skills sections focus on such skills as reading a flow chart, interpreting political cartoons, making decisions, and using newspapers and television as resources. The skills sections have been revised and expanded in this edition. The chapter review sections provide vocabulary and fact check questions, exercises to practice the skill introduced in the skill section, and individual or group projects. Fewer projects are presented in this edition of the text than in the previous one, but this edition has an added feature--unit reviews--which should compensate for this difference.

The teacher's guide provides an extensive introduction to the program, supplemented in this edition by a detailed chart indicating where skills are introduced, applied, and reinforced in the text. For each unit, the guide provides an introduction, ideas for creating interest, a lengthy list of related multimedia materials and references for the teacher, a list of projects to accompany the unit, and correlation of worksheets with the chapters in the unit; these last two features are new in this edition. For each chapter, the guide describes the major theme and overview, lists knowledge, skill, and attitude objectives, suggests a technique for introducing the chapter, and lists related student readings. For each daily lesson, the guide describes a range of teaching activities and answers to the section check-up questions. A new feature in the guide is a section providing black-line masters for 60 worksheets, unit tests, the Pledge of Allegiance, the national anthem, American Creed, and maps of the United States and world.

Evaluative Comments and Suggestions

Civics teachers concerned with development of citizenship and social studies skills should be pleased with this edition of American Civics. They will also find the comprehensive teacher's guide a very useful aid in planning for instruction.

13. AMERICAN DREAM, THE

Author:	Lew Smith
Publisher:	Scott, Foresman and Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 729 pp, $17.60; teacher's guide, paperbound, 233 pp, $7.94; duplicating masters, $42.39
Subject Area:	U.S. history

Overview

The American Dream offers a survey of American history that emphasizes the values and ideals to which Americans have paid homage since the discovery of the continent and the founding of the nation. Political and economic history are not overlooked, but social and cultural history are the author's principal focus. This emphasis is borne out in the text in such special features as "Who's Who," in sections of primary source readings (fewer than in the previous edition), and in a section titled "Americanistic." The maps, charts, and other color graphic material presented in the book are excellent. Also strong is the teacher's guide, which provides step-by-step guidance for planning and presenting each lesson. It offers a welter of possible student activities and numerous ways in which to approach each specific lesson.

Required or Suggested Time

The American Dream is divided into 35 chapters comprising 15 units. Each unit includes, on average, eight lessons, with considerable flexibility provided for in planning for use of these lessons. Altogether the material in the text, along with the many suggested activities, provides an adequate basis for a yearlong course in an average American high school history class.

Intended User Characteristics

The publisher reports the text's reading level to be grade 9-10 using the Dale-Chall formula. The reviewer found the reading level, according to the Fry graph, varied considerably, with sections on industrialization and foreign affairs exhibiting a significantly higher reading level than other sections. The author has attempted to make the textbook more readable in stressing social history, in defining difficult or important words in context, and in highlighting important social studies terms within the text. The questions asked at the ends of sections require no special skills and may be handled by students with varying abilities.

Rationale and General Objectives

The author of the textbook sought to encourage students to study the "American Dream," the vision of what America was and what it could become and the actual effects of that vision on American life. The text consequently emphasizes the values held dear by Americans in the past as well as at present. Examples of such values are mobility, opportunity, liberty, equality, competition, democracy, and rugged individualism. Not only does the author view these from the perspective of the ideal, but he also looks at them in terms of their reality--the extent to which those ideals have actually been achieved or in what manner they have been

Data sheet by James R. Giese.

achieved. In addition, the author attempts to provide as comprehensive a course in American political and economic history as space limits allow. Finally, he would "promote growth in the skills needed for effective participatory citizenship," including for example, communication skills in a variety of media, detecting bias and points of view, making value judgments, formulating hypotheses, gathering, organizing, and interpreting data, and drawing conclusions from that information.

Content

The 15 units that comprise The American Dream present a basically chronological approach to U.S. history, with a strong thematic component as well. Unit 1 is "Becoming a Nation." Unit 2 is entitled "Making the Dream Work," and unit 3 is "The Dream Expands." Unit 4, dealing with the Civil War, is titled "Dreams in Conflict." Units 5 through 8 treat the period from the Civil War to the beginning of the Progressive period and are called, in order, "The West," "Industrialization," "The Immigrant Experience," and "Overseas Expansion." Units 9 through 15 present a chronological narrative of American history in the 20th century: "The New Century," "The Twenties," "The Great Depression," "The War Years," "American Society Matures," "A Time of Protest," and "Facing New Challenges."

Several special features add to the text's attractiveness and versatility. First is a feature called "Who's Who"--a series of 105 glimpses of people--70 men and 35 women (15 minorities)--who made contributions to art, science, writing, entertainment, business, and politics. Another special feature is called "Americanistic: How Americans Have Been Perceived," an unfortunate neologism. These features present important aspects of American values and how those values have been observed over time. Success, humanitarianism, aggressiveness, optimism, reform, and ingenuity are among the values included. Along with this section is a section that presents social studies skills; such skills as map reading, reading charts and graphs, evaluating primary and secondary sources, and understanding point of view are presented. A final special section, called simply "Reading," is usually composed of primary source readings, including documents, memoirs, diary entries, cartoons, photographs, and paintings.

Teaching Procedures

The teacher's guide provides explicit instructions for planning and presenting each lesson. These instructions include a list of the necessary materials, background information to put the lesson in its proper context, student objectives, the focus of the lesson, a motivator designed to pique student interest, step-by-step procedures for the development of the lesson, and additional teaching suggestions that allow a maximum of flexibility in adjusting lesson time. Black-line masters for 42 special readings and several outline maps are provided at the end of the guide. Teaching aids in the text include "Recall and Reflect" questions that call for factual recall and some higher intellectual skills and a unit-ending battery of questions and other exercises.

Evaluative Comments and Suggestions

The textbook embodies an admirable approach to the history of the United States. Some teachers will find the approach quite attractive. Others more accustomed to the political-economic-military synthesis will find the issues and controversies inherent in this approach to be less compatible with their teaching plans.

14. AMERICAN ECONOMY, THE: ANALYSIS, ISSUES, PRINCIPLES

Authors:	Roy J. Sampson and Ira Marienhoff
Publisher:	Houghton Mifflin Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 538 pp, $14.97; teacher's guide, paperbound, 168 pp, $4.86; workbook, paperbound, 114 pp, $3.75; workbook key, $2.16; tests on duplicating masters, $32.40; key to tests, $2.10
Subject Area:	Economics

Overview

The American Economy is an economics textbook probably best suited to high school seniors. The approach is derived from the authors' conviction that because economics is central to so much of modern life, students should be given the economics background and knowledge necessary to make intelligent decisions, both political and personal. For this reason, the book presents both theoretical economic concepts and practical information regarding managing personal finances. Mastery of the material in the book will help students understand current financial news, as well as many of the economic dimensions to past and present political and social issues. The teacher's guide supplements the text with expanded discussion of major issues and suggestions for teaching. The student workbook provides questions that can be used for review and assessment.

Required or Suggested Time

No specific guidance on length of time needed to use the text is given. It appears to be suitable for use in either a one- or two-semester course.

Intended User Characteristics

This textbook is probably best suited for use with high school seniors, partly because of the difficulty of the material and partly because the material becomes more relevant to a person's life as he or she approaches adulthood. A Fry readability analysis indicated a high reading level, primarily because of the use of economics and related terms, not because of sentence length or structure. These terms are explained well in the text, which the publisher reports to have a grade 8-10 reading level.

No unusual training or preparation is required of the teacher beyond what would be expected in teaching high school economics.

Rationale and General Objectives

Because the authors feel economics is "taking a central position in everyday life...it becomes increasingly important to give students the background and knowledge they will need to make decisions." Other goals indicated in the teacher's guide include understanding the country's economic problems, gaining practical skills related to everyday life, gaining the analytic tools to maximize their own economic positions, and understanding the free enterprise system and its alternatives. Furthermore, an important goal of the book seems to be to develop what the authors refer to as "economic literacy," which includes helping students to see and understand alternative economic and political solutions; the book avoids presenting only one solution to a given problem.

Data sheet by Robert B. Abelson.

Content

The textbook is divided into 20 chapters, which are organized into five major sections: the science of economics (basic concepts), household economics (consumerism, credit, investment, etc.), economic organization for production (business organization, agriculture, labor and the government's role), the national economy (wealth, taxation, business cycles and government attempts to control them), and the international economy (alternative economic systems, developing economies, international trade, etc.).

Each chapter begins with a brief introduction and a short list of questions or issues that serve as a focus; these become the section headings for the text. Each section ends with "check-up" questions that students can use to review important points mentioned in that section. Special features include 17 case analyses (several-page presentations of information regarding current economic problems or issues), one-page biographical sketches of significant economic thinkers, brief picture essays, and numerous charts and graphs.

Teaching Procedures

The teacher's manual provides objectives for each chapter, along with some description of the text and suggestions for how the major points can be brought out through discussion and activities. It also provides extensive answers to the study material contained in the textbook. These include the "check-up" questions, the chapter reviews (terms to understand, questions for discussion, and suggested projects), and the case analyses. An audiovisual guide provides an annotated list of films and filmstrips for each of the five major parts of the textbook. A bibliography contains general economics references as well as biographical references on major economics thinkers.

The student workbook provides a large set of questions for each chapter dealing with vocabulary, interpretation of information and concepts, and review of the material.

Evaluative Comments and Suggestions

The American Economy is a mixture of very basic economic theory and practical information about the American system. A purist might object that the skills taught are related more to understanding the financial news and conducting one's own financial affairs, rather than to developing a theoretical understanding of economic systems. However, the mixture appears appropriate for the target audience of high school seniors. Enough basic concepts are given to allow the student to begin to make sense out of practical economic issues and to begin to become an informed citizen in terms of these matters. If the student can retain the information as he or she becomes an adult, the practical aspects should be of considerable help in managing personal finances.

The book tries to be objective when discussing highly charged social and political issues; in so doing, important aspects of human experience are often presented statistically and without feeling. Whether this is a positive or negative feature is a decision that must be made by the individual teacher or school district.

15. AMERICAN GOVERNMENT: INSTITUTIONS AND POLICIES

Author:	James Q. Wilson
Publisher:	D.C. Heath and Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	12-college
Materials and Cost:	Text, hardbound, 693 pp, $17.56; teacher's guide, paperbound, 214 pp, $1.56; student handbook, paperbound, 237 pp, $5.56; test item file, 180 pp, $1.56
Subject Area:	U.S. government

Overview

American Government: Institutions and Policies is a full-year college text, suggested also as "ideal for advanced or accelerated high school courses," with grade 16 reading level. The usual institutions of American government are covered (with, as usual, only tangential attention to state and local government), but the major emphasis is on what lies behind the functioning of those institutions: Who Governs? and To What Ends? Much attention is given to the roles, influence, and effects of public opinion, political parties, political campaigns, interest groups, and the media in shaping, along with the formal institutions of government, public policy. The text is well-written on a scholarly level, with a great variety of supplementary student activities suggested in the student handbook and the teacher's guide.

Required or Suggested Time

The text is designed for a full-year course. The rich content of the text, plus the numerous activities suggested in the student handbook and the teacher's guide, supply more than adequate material from which a variety of one-year courses could be designed.

The author suggests that the text be read in sequence; an alternative procedure is to follow each of the chapters on congress, the presidency, the bureaucracy, and the judiciary with the appropriate policy chapters, as indicated in the teacher's guide. The extensive consideration of public policy in part 4 can be shortened substantially by reading part 5, which gives a brief summary of the policy chapters.

Intended User Characteristics

This text is intended primarily for college students; the first edition was adopted by many colleges and universities. However, the publisher notes that it is also "ideal for advanced or accelerated high school courses." The Fry test indicates a reading level of grade 16, which--together with the rather sophisticated content--points to preferred usage by the better college students. Only the most able 12th-graders would profit from use of the text.

Rationale and General Objectives

It is the author's intention to explain the institutions and structures of American government clearly, but to place greater emphasis on looking behind those structures to determine how policies are made, who really governs, and for what purposes. Thus, much attention is given to the roles, influence, and effects of public opinion, political parties, political campaigns, interest groups, and the media. A second aim of the author is to show "that American politics must

Data sheet by Irving Morrissett.

be seen as an evolutionary process growing out of political beliefs and institutional arrangements different from those found in other democratic nations." To that end, an historical review is included in each chapter. No specific student objectives are provided.

Content

The formal institutions of government are covered--the Constitution, the Congress, the President, and the judiciary. Major emphasis is placed on the less formal institutions of government--public opinion, political parties, elections, interest groups, and the media. State and local government receive relatively little attention and that primarily in the context of their relationship with the federal government. Much attention is given to the processes of government, and to how policy is made, by whom, and with what motivation.

Part 1, with four chapters, is on "The American System." Part 2, with five chapters, is on "Opinions, Interests, and Organizations." Part 3, with four chapters, is on "Institutions of Government." Part 4, "The Politics of Public Policy," with eight chapters, reflects the major focus of the text--policy-making. Part 5, "The Nature of American Democracy," points to highlights and the major emphasis of the text in two brief chapters on "Who Governs?" and "To What Ends?" Movements, events, and topics described and analyzed are updated through 1981, including sex discrimination, supply-side economics, the Moral Majority, Abscam, and budget deficits.

Many charts, lists, and tables of relevant data are included. Black-and-white photographs throughout the book are supplemented by eight pages of "color essays" that reproduce paintings and posters of significant historical political events. Appended are the Declaration of Independence, the Constitution, a list of presidents and Congresses, a glossary, a lengthy list of references, and a very detailed index.

Teaching Procedures

The teacher's guide suggests "themes"--an average of three themes for each of the 23 chapters--and provides content summaries for each theme. Each summary may be accompanied by one or more of these features, varying greatly in scope and depth: instructor references, discussion questions, suggested lecture topics, suggested student readings, and "data and perspectives for analysis." The latter typically includes provocative quotations from newspapers, voters, political commentators, and politicians, as well as survey data and suggested questions.

The student handbook contains, for each chapter, questions about the chapter and, for most chapters, a glossary completion exercise, with answers; a series of "common misperceptions," each followed by a correction of the misperception and space for the student to indicate appropriate page references; a "data check," posing questions about figures and tables in the text; and "review exercises," requiring the filling of blanks, with answers given. At the end of the student handbook are ten extensive "application" exercises, focused on topics such as "the federal system," "the media," and "presidential power." Data, brief readings, and questions are presented.

Evaluative Comments and Suggestions

No evaluative data are supplied by the publisher or author, except for measures of reliability and validity of test items, supplied by the author from his own class experience. The publisher alludes to adoption of the first edition of this text by more than 400 colleges as an indication of its popularity. It is a well-written text, reflecting the author's competence as a scholar, political scientist, teacher, and writer. The publisher's decision to market the text for high school students is questionable, however, as it will be suitable for very few high school classes.

16. AMERICAN HISTORY

Author:	Jack Abramowitz
Publisher:	Allyn and Bacon, Inc. (Follett Educational Materials)
Publication Date:	1983 (rev. ed.)
Grade Level:	8-12
Materials and Cost:	Text, hardbound, 720 pp, $15.30; teacher's guide, paperbound, 47 pp, $5.52; unit tests, $6.90
Subject Area:	U.S. history

Overview

American History is designed to provide a one-year survey of U.S. history for students in grades 8-12 who are "educationally deficient," who read below grade level, or who need a textbook with features to help them understand what they read and simultaneously improve their reading skills. The narrative focuses on major political and military events, although many lessons conclude with short sections on famous Americans, including many women and minorities. The only revision of the book from the last edition is addition of discussions of current domestic and foreign events in lessons in the final unit. To develop reading skills, the narrative becomes progressively more complex and comprehension checks become more demanding. The teacher's guide suggests a range of learning activities, but it does not contain plans for daily lessons.

Required or Suggested Time

American History contains 104 brief lessons as the basis for a yearlong course. The teacher's guide explains that some of the lessons can be completed in one day while others require two days depending on the "length of class discussions, the type of lesson plan, and the difficulty of the lesson plan itself." More than half of the lessons are followed by sections that highlight famous persons or events. This information can be used to lengthen lessons.

Intended User Characteristics

American History is intended for secondary students who are "educationally deficient" or read below grade level, as well as students in adult education classes, home-bound students, and other students who cannot use more difficult texts. The publishers tested the readability of 271 sample passages with the Dale-Chall formula, obtaining a sixth-grade reading level for parts 1 and 2, a seventh-grade level for parts 3 and 4 (with a fifth- to seventh-grade range). According to the Fry graph, the textbook averages an eighth-grade reading level. To assist students in their reading, new vocabulary and main ideas are introduced before each new reading, lessons are very short, the print is large, and review sections are interspersed throughout the text. Both the narrative and the comprehension checks become progressively more difficult. No special teacher characteristics are required.

Rationale and General Objectives

American History has been written as a "special text aimed at improving the students' reading ability and comprehension while presenting the standard course of study for secondary American history classes." It incorporates structure, support, and success because students with limited skills or educational deficiencies need assurance, direction, guidance, and activities within their ability

Data sheet by Sheryl B. Robinson.

range, since many of them have been discouraged by past failure. No specific objectives are presented, but the material implies that the program should help students develop reading and comprehension skills while introducing them to basic U.S. history facts and analytical thinking.

Content

This survey of major events of U.S. political and military history is organized into four parts that are subdivided into 12 units. The three units in "New Life in a New Land: Prehistory to 1789," focus on people in early America, revolution in America, and a plan for government. Part 2, "Growth and Crisis: 1789 to Reconstruction," includes four units that focus on territorial growth, nationalism versus sectionalism, slavery, the Civil War, and Reconstruction. In "Change and Challenge: Domestic Affairs, 1865 to Present," part 3, land is discussed in terms of westward expansion and differences among geographic regions, urban and rural labor problems are explored, and domestic controversies--the Great Depression, the New Deal, civil rights, the women's movement, energy, etc.--are introduced. The final part, "World Power: Foreign Affairs to the Present," emphasizes the making of foreign policy, U.S. involvement in the world wars, and modern relations with various parts of the world.

Interspersed throughout the narrative are short sections that usually feature famous women or minorities but occasionally feature Constitutional amendments or other subjects. All units include different types of illustrations and conclude with a review reading. The text ends with maps of the United States and the world and a glossary.

Teaching Procedures

The teacher's edition encourages teachers to divide each lesson into three time segments. In the first segment they should review the previous lesson and have students complete the prereading activities. These activities consist of defining new words, discussing the way these words are used in sentences, and examining questions that alert students to meaningful ideas in the reading section.

In the second segment students read the text and complete the comprehension checks, which become progressively more difficult. For example, exercises in early lessons ask students to find the main ideas in paragraphs while later exercises ask them to write an outline for an original essay.

In the third segment of the lesson, the exercises should be checked, and the teacher should supplement the reading with anecdotes, current events, etc., stimulate class discussion, and review the lesson.

In addition to this basic lesson, lessons that use reports, debates, audiovisuals, and inquiry are suitable for the structure of American History. Plans for daily lessons are not included. The teacher's edition does include a list of supplementary books and audiovisuals and answers to all comprehension checks. A pad of prepared tests can be purchased separately.

Evaluative Comments and Suggestions

Several features of American History make it more appropriate for students with reading problems than other texts. It has shorter readings and more suitable reading aids. The fact that the readings and comprehension checks become progressively more difficult may also be useful in developing reading skills. The teacher's guide provides general suggestions for working with students who have learning problems. The text is still limited, however, by the lack of assistance it provides teachers in terms of lesson planning. The major teaching activity is reading and discussion, a serious weakness when it comes to motivating any student, but particularly students who need special assistance.

17. CHRONICLES OF TIME: A WORLD HISTORY

Authors:	June R. Chapin and others
Publisher:	McGraw-Hill Book Co. (Webster Division)
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 752 pp, $15.99; teacher's guide, paperbound, 287 pp, $11.70
Subject Area:	World history

Overview

Chronicles of Time is a one-year world history textbook for high school students. Organized chronologically, the well-illustrated text helps students understand the relationships between events in different parts of the world. Students read and discuss the text and participate in many learning activities. The teacher's guide contains easy-to-follow teaching suggestions, reproducible student handouts for each of the text's chapters, and chapter and unit tests.

Required or Suggested Time

The textbook is designed to serve as the basis for a one-year world history course. The amount of time spent on individual chapters and activities is left to the discretion of the teacher.

Intended User Characteristics

The text was written for high school students of all ability levels. The reading level, using the Fry graph, is grade 10. Some aids are provided to help teachers use the text with below-average students. For example, supplemental learning activities suggested in the teacher's guide are identified as to their level of difficulty--average, above average, or below average. Reading aids, such as a glossary, are provided, and new vocabulary is defined in context. No special teacher preparation is necessary.

Rationale and General Objectives

As the world becomes more interdependent, the need for mutual understanding increases. This world history program was designed to help students build a solid foundation for that understanding. The authors also believe that "students acquire information by using it." They therefore focused their teaching strategies "upon ways to make students active participants in the learning process." Specific objectives are to help students: "learn the major events and ways of life of the past"; "recognize similarities and differences among nations, governments, and people and to recognize patterns in the rise and fall of civilizations, groups, or nations"; "relate the past to the present"; and "develop study skills."

Content

Organized chronologically by era, the textbook is divided into nine units and 34 chapters. In unit 1, "Prehistoric People," students learn about prehistoric people and the ancient civilizations of Egypt, Mesopotamia, India, and China. Unit 2, "The Classical World," covers the rise of ancient Greece, the Roman Empire, India, and China, and the rise of Christianity. "The Medieval World" is the topic of unit 3. Students learn about the collapse of the Roman Empire, Islam, feudalism, the power of the Roman Catholic church, European revival, and the late Middle Ages.

Data sheet by Regina McCormick.

The non-European world--Africa, Asia, and the Americas--from A.D. 600 to 1450 is the focus of unit 4.

Topics examined in unit 5 "Changes and Discoveries" include how the Renaissance and Reformation altered the cultural and religious life of Europe, the rise of the modern state, and exploration and commercial expansion from 1451 to 1644. In unit 6 students learn about the Age of Reason and several great revolutions: the English Civil War, and the American, French, and Latin American revolutions. Nationalism after Napoleon, industrialization, and the exploitation of Africa and the East are the topics of Unit 7, "Industrialism and Imperialism." Unit 8, "Global Conflict," focuses on the causes and effects of the First and Second World Wars and the Great Depression. The last unit deals with the "Postwar World, 1945-1981." Examined are the Cold War and how nations in Africa, Asia, and the Middle East gained their independence.

Teaching Procedures

Students are expected to read the textbook and participate in classroom discussions and activities. Students are introduced to each unit through an overview and a time line. Each chapter begins with an introduction and a list of important dates. To determine if they have mastered the material, students must answer the questions at the end of each chapter section. In the "Did You Know" section provided in each chapter, students read biographies and learn about daily life and little-known aspects of history. For example, one "Did You Know" selection examines the history of fairs; another examines when and why preserved food was invented. Chapter summaries and "Chapter Review" questions and "Special Activities" help students test and extend their understanding of the text. The numerous and varied activities involve students in such tasks as collecting articles and news clippings about the American diet, researching job opportunities in various areas, designing a coat of arms, making a time line, writing a poem or song, and dramatizing a discussion. Students are also asked to respond to the "Thinking Geographically" caption that accompanies each map in the text.

Unit review sections enable students to review new vocabulary and put together some of the concepts they have learned. Each unit ends with a section called "Contemporary Parallels," which helps students relate the past to the present. For example, in one "Contemporary Parallels" selection, students learn that young people in the Middle Ages had less power than young people do today; a selection on the topic of cultural diffusion describes how ideas were scattered during the Classical Age and the history of the diffusion of blue jeans.

The teacher's guide contains additional specific teaching instructions including major objectives, a list of new vocabulary, and suggested teaching methods for each chapter. Student handouts and tests are also provided.

Evaluative Comments and Suggestions

Although the authors indicate that the text can be used with students of all ability levels, this reviewer believes, primarily because of the text's grade 10 reading level, that average and above-average students would benefit most from the program. Students should enjoy this text. The learning activities are fun and varied. The "Contemporary Parallels" selections make history more relevant and help students relate the past to the present. The descriptions of daily life and lesser-known aspects of history provided in the "Did You Know" selections also add interest and understanding to the program.

18. ECONOMICS AND THE AMERICAN FREE-ENTERPRISE SYSTEM

Authors:	Jack Abramowitz, Roy Adkins, and James H. Rogers
Publisher:	Globe Book Co.
Publication Date:	1983
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 378 pp, $10.80 for 1-9 copies, $9.00 for 10 or more copies; teacher's guide, paperbound, 185 pp, $6.95
Subject Area:	Economics

Overview

Economics and the American Free-Enterprise System is a secondary economics text intended for all students, but particularly those of average and below-average ability. Designed for a semester or year course, the presentation focuses on the effects of economics on the everyday life of people, their community, and the nation. Special text features include pre-chapter reading and vocabulary pointers, enrichment pages emphasizing key economic concepts, and learning exercises promoting reading comprehension, vocabulary building, and skill development. The teacher's guide provides objectives, chapter-by-chapter lesson plans, and unit tests.

Required or Suggested Time

The text's eight units provide more than enough material for a one-semester program and adequate material for a year's work. The 46 chapters have been divided into 92 class periods in the teacher's guide, with some leeway provided for speakers and special projects. Teachers will need to spend time out of class preparing for lessons and planning for the use of supplemental materials and outside speakers.

Intended User Characteristics

Economics and the American Free-Enterprise System is intended for students in grades 9-12, particularly those of average and below-average educational ability. The publishers report a corrected reading level of grade 7-8 according to the standard Dale-Chall readability formula and grades 5-6 according to a modified Dale-Chall readability formula. A Fry test by this analyst indicated an average reading level of grade 8. Aids to readability include short chapters divided into smaller sections, orange bullets emphasizing important concepts, and wide margins. New terms are presented in bold type and defined in the text, with pronunciation aids included when needed. Each chapter opens with a page entitled "Reading for a Purpose," which indicates main ideas and special vocabulary covered.

No special teacher training is needed, although some background in economics would be helpful.

Rationale and General Objectives

The purpose of the text as stated by the authors is "to present the study of economics in a format that will also improve educational skills" through focusing on economics in terms of its effects on the everyday life of people, their community, and the nation. General objectives include presenting "accurate and up-to-date information about basic principles of economics and how these principles operate in the everyday world," providing "written material on a level that can...meet the educational needs of the students using the text,"

Data sheet by Carol H. Krismann.

helping students "develop proficiencies in reading and comprehension and in oral and written expression," developing "an understanding of the related disciplines of economics, history, and political science," and providing "structure, support, and positive reinforcement for students using the text." Specific objectives for each chapter are presented in the teacher's guide.

Content

Economics and the American Free-Enterprise System is presented in eight units containing five to eight brief chapters each. Unit 1 opens with three skills-oriented chapters geared to practice in using vocabulary and comprehension skills, charts, graphs, maps, and cartoons related to economics. The final chapters cover the meaning of economics, capitalism, and free enterprise. Unit 2 explains the importance of goods and services, covering topics such as supply and demand, cost factors, competition, and difference between necessities and luxuries. Unit 3 focuses on money and its uses, including banking, investment, and credit. Unit 4 discusses consumers and the need for consumers to make intelligent economic decisions. Unit 5 compares advantages and disadvantages of capitalism and socialism. Unit 6 describes the world of American business, including chapters on the role of competition, government, regulation, trade and commerce, and international trade. Unit 7 concentrates on farmers and nonfarm workers, the role of agriculture and labor, and government policies relating to both sectors. The final unit summarizes American economic life by providing an overview of the U.S. economy.

Enrichment features throughout the text discuss economic concepts such as Adam Smith and the free enterprise system, Reagan and supply-side economics, consumer price indexes, balance of payments, and stagflation. Photographs, charts, graphs, and maps illustrate and support the text. A glossary concludes the text.

Teaching Procedures

A number of teaching aids are provided in the student text. Each chapter opens with preliminary exercises intended to underline key concepts and terms covered in the chapter. End-of-chapter learning activities emphasize reading comprehension and vocabulary and social studies skills such as using maps, charts, and graphs, understanding news items, and economic analysis of case studies.

The teacher's guide provides an introduction to the text covering the aims of the textbook, a scope-and-sequence index indicating pages where concepts and skills are introduced and used, a discussion of the reading level and organization of the text, and suggestions about homework and teaching methods. The bulk of the guide consists of two-page chapter-by-chapter lesson plans and answers to learning exercises. Activities are traditional, emphasizing skills and learning retention through class discussion and review, economic analysis, writing reports, and using maps, charts, graphs, and cartoons. Audiovisual materials and outside speakers are also suggested. Unit tests and answer keys conclude the guide. It is suggested that skills rather than retention be emphasized when assigning grades.

Evaluative Comments and Suggestions

Economics and the American Free-Enterprise System is a logically organized and easy-to-use text. The format is clear and uncluttered. Activities, though traditional, emphasize skills, comprehension, and analysis in an easy-to-use and understandable way. The preliminary chapters and pointers at the beginning of each chapter are helpful. The teacher's guide is very thorough, providing valuable aid.

19. ECONOMICS: PRINCIPLES AND PRACTICES

Authors:	Gary E. Clayton and James E. Brown
Publisher:	Charles E. Merrill Publishing Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 580 pp, $15.60; teacher's guide, paperbound, 124 pp, $5.25; evaluation program, paperbound, black-line masters, 96 pp, $12.45; student workbook, paperbound, 142 pp, $4.50; teacher's edition of workbook, paperbound, 144 pp, $5.40
Subject Area:	Economics

Overview

This most recent and substantially revised edition of Economics: Principles and Practices is an attractive treatment of economics as a social science. The text's purpose is to foster in students a sense of economic efficacy. The entire text can be taught in a school year; the authors also present alternative half-year plans. The varied teaching procedures suggested should enable a teacher to make the course exciting for students. Ancillary materials give students opportunities to apply and extend what they have read. Annual updates will be published starting in 1984.

Required or Suggested Time

Economics: Principles and Practices can be treated in an academic year. Guidelines are given in the teacher's guide to assist a teacher in presenting one-semester courses. A unique feature of the text, and one helpful in course planning, is that each numbered section of a chapter can be taught in one class meeting. If a number of supplementary activities are used in a yearlong course, coverage of text material will need to be cut substantially.

Intended User Characteristics

The text was designed for senior high school students. In this analyst's judgment, the text would be best used with advanced 11th-graders and/or 12th-graders. A Fry readability, performed on six reading samples, indicates the reading level to be mid-12th grade. The publisher reports the reading level to be 10th grade (Dale-Chall formula).

It would be very helpful if a teacher using the text and associated materials had at least one college course in economics. A bright, dedicated teacher with no economics background could use the materials effectively with considerable preparation time.

Rationale and Objectives

The authors of Economics: Principles and Practices believe that studying economics as a social science is important to survival in the contemporary world. It is claimed that through studying economics students become better decision makers and thus better citizens. The program objectives are to (1) present basic economic concepts in a concise, clear, and meaningful manner; (2) equip

Data sheet by James E. Davis.

students with a set of analytical skills and tools that will enable them to make reasoned, objective judgments about contemporary issues, (3) help students gain a better understanding of the world around them, (4) make students aware of the way in which they--both as individuals and as a part of a total society--affect the economy and it affects them, and (5) enable students to better fulfill their responsibilities as citizens in the free enterprise economy of the United States.

Content

The text's seven units include two to four chapters each, for a total of 22 chapters. Unit 1 discusses the nature of economics and introduces economic decision making. Unit 2 examines business behavior and presents supply and demand. Unit 3 discusses labor and government as two key institutional bodies in the economy. Unit 4 treats money, the banking system, and financial institutions. Unit 5 is what is traditionally considered macroeconomics--national income theory and policies for achieving full employment and economic stability. Unit 6 looks at the world economy, including international trade and trade theory, comparative economic systems, and developing countries. Unit 7 examines four economic problems--population, income, poverty, and resource utilization. The text prologue introduces the want satisfaction chain as a basis for studying economics. The epilogue presents an explanation of the value of economics and of learning economics.

Unique text features include short biographies of important economic thinkers (e.g., John Kenneth Galbraith), brief descriptions of careers related to economics (e.g., economic geographer), and issues stated very succinctly (e.g., Should there be a gold standard?). Other content is presented in charts, diagrams, and graphs (e.g., the law of variable proportions); maps (e.g., triangle trade); and tables (constructing a price index). Consumer guidelines--borrowing money, paying for college, renting an apartment, buying a car, and your rights as a consumer--follow the chapter presentations.

Teaching Procedures

The teacher's guide has three sections--how to use the guide, instructional approaches, and text implementation. The "how to" section discusses the program components and how they are to be used. The section on instructional approaches presents a number of general teaching strategies, such as doing case studies, role playing, brainstorming, and debating. Research ideas are also discussed in this section. In the text implementation section, unit goals and a unit overview are presented, followed by chapter-by-chapter objectives, a chapter rationale, suggested teaching strategies, and answers to the end-of-chapter materials. At the end of each of the unit implementation sections, suggestions are presented on concluding the unit.

The workbook provides three activities for each chapter of the text and two concluding activities for each unit. These paper-and-pencil exercises can be used to introduce, reinforce, or review related content.

Evaluative Comments and Suggestions

Economics: Principles and Practices is recognized as one of the more popular and widely used high school economics texts. The presentation is scholarly. The text is very attractive, with excellent use of four-color maps, charts, and graphs. While the content is very sound, it may be somewhat difficult for high school students who have weak reading and computational skills. A teacher should know the capabilities of his/her students and plan the use of the text and associated materials so that students will feel a sense of success in the course.

20. EXPLORING WORLD HISTORY: A GLOBAL APPROACH

Authors:	Sol Holt and John R. O'Connor
Publisher:	Globe Book Co., Inc.
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 686 pp, $19.19 for 1-9 copies, $15.99 for 10 or more copies; teacher's guide, paperbound, 196 pp, $6.95
Subject Area:	World history

Overview

Exploring World History: A Global Approach is a one-year textbook for high school students who read on a sixth- to seventh-grade level. The text approaches world history chronologically. Beginning with earliest civilizations, the units examine ancient Greece and Rome, the Middle Ages, the growth of democratic ideas and nationalism, the industrial and scientific revolutions, the world wars, and modern world problems. An alternate table of contents lists the chapters of the text (out of chronological order) according to the following topics: the emergence of modern Europe, the development of Asia and Africa, global aspects of history, industrialization, the growth of democracy, nationalism, and 20th-century conflicts and their historical origins. The teacher's guide provides teaching suggestions, homework assignments, answers to the questions that conclude each chapter in the text, and unit tests.

Required or Suggested Time

Although the authors suggest no time span for the entire text or for individual units, it is apparent that enough material is provided for a year-long course. The 13 units are divided into a total of 102 brief (three- to five-page) chapters. Three chapters could be covered a week, even allowing time for supplementing the text with activities suggested in the teacher's guide.

Intended User Characteristics

The text is intended for high school students who are reading below grade level. The teacher's guide lists reading levels (Dale-Chall formula) of each unit. The average readability is reported as fifth to sixth grade. A Fry readability test reveals a slightly higher reading level, grade 7. Since pronunciation guides and definitions accompany unfamiliar words, the grade 7 level does not appear to be out of range. No teacher training is required.

Rationale and General Objectives

No specific rationale for the program is provided, but the author's clear intent is to provide a readable survey of world history that will provide success experiences for all students. Chapter aims focus on the cognitive (e.g., "how the people of England were able to gain civil and other rights from their rulers," "why the movements for world peace failed after World War I"), but such skills as reading, using graphics, and discriminating fact from opinion are also developed.

Content

The textbook is arranged into 13 units that trace historical events chronologically from the rise of earliest civilizations to important problems facing the world today. Interim chapters focus on the ancient Greeks, the Middle Ages, the Renaissance,

Data sheet by Kay Kaiser-Cook.

democratic ideas, nationalism, the industrial and technological revolutions, the world wars, and the post-war world.

Contemporary issues presented include the Middle East and the oil crisis, the revolution in Iran, the Russian invasion of Afghanistan, and problems of Latin American countries. The cultural revolution throughout the world, the space age, the nuclear age, and the feminist revolution (a rather optimistic report) are also explored. The text also addresses such contemporary problems as terrorism, pollution, and population. The book concludes with a chapter that discusses the relationships between lands and cultures of the world.

The 102 chapters that comprise the 13 units are uniform in format. They are typically three to five pages in length, with the pages being almost equally divided between content and student exercises covering the reading material. These exercises use various approaches: vocabulary, multiple-choice questions for extracting the main idea from a paragraph, and map skills exercises. A section on original sources, which occurs in every third or fourth chapter, presents a brief excerpt from a primary source (e.g., speeches, legislation, letters, declarations) and accompanying questions.

Each chapter begins with an established "aim" in the form of a question: What are some of the good and bad effects of the economic revolutions? What does nationalism mean and why is it important? At the end of each unit, the most important ideas, events, and facts are summarized.

Color illustrations, photographs, and maps are liberally reproduced throughout the text. Reference tools include a world map and a glossary.

Teaching Procedures

The teacher's manual provides lesson plans for each chapter. The authors emphasize that the plans are "intended to be suggestive only...we felt that specific, systematic directions would be the most efficient means of prompting the teacher's own alternative approaches..."

Each lesson plan presents vocabulary, aim(s) of the chapter, teaching suggestions, application, homework assignment, extension activities for more ambitious students, answers to questions that appear in the text, and skill lessons when applicable to a specific chapter.

The teacher would do well to take the suggestion of the authors seriously and to consider the "alternative approaches" that the directions are supposed to prompt. Otherwise, the sameness of approach could create a tedium that would make any enthusiasm for the course slowly wane. The teaching suggestions use a single approach: question-and-answer sessions with the students. Teachers are advised to motivate students and develop the lesson through questioning students and writing their answers on the chalkboard.

Homework assignments are also predictably the same. Assignments consist of reading a chapter and then answering questions. Extension assignments largely consist of preparing reports.

The unit tests, which are provided in the teacher's manual, consist of objective multiple choice, vocabulary, true-false, and fact-opinion questions. Some tests require short answers or paragraph responses as well.

Evaluative Comments and Suggestions

The brevity of the chapters and the reading level of Exploring World History could certainly make this text an appealing one for below-grade-level high school readers. The lesson plans, however, do require enhancement (and thus additional planning time) by the teacher if the appeal of the book is to be sustained. The alternative approach of teaching the course topically rather than chronologically could also add to the interest level.

21. HISTORY OF THE UNITED STATES, A

Authors:	Norman K. Risjord and Terry L. Haywoode
Publisher:	Holt, Rinehart and Winston, Publishers
Publication Date:	1983
Grade Level:	9-12 (rev. ed.)
Materials and Cost:	2 texts, hardbound, 576 and 672 pp, $16.17 each; 2 teacher's guides, paperbound, 256 and 320 pp, $9.48 each
Subject Area:	U.S. history

Overview

A History of the United States was designed to serve as the basis for a two-year course in U.S. history. The two volumes are composed of chronological narratives with primary source readings included at the end of each volume. The texts contain many special features, and pictures are integrated well into the lessons. The texts are quite readable, with major ideas in boldface type, vocabulary defined, and pronunciation guides provided. The teacher's guides provide a wealth of teaching suggestions, as do the end-of-chapter review sections in the student texts. The teacher can choose from among the many readings, lesson suggestions, and projects to provide students with a balance of coverage, skill lessons, and depth of treatment.

Required or Suggested Time

A History of the United States is designed to serve as the basis for a two-year course in U.S. history. There is ample material: the two volumes contain a total of 35 chapters, each containing from three to five major content subdivisions (a total of 150 in the two books). Each subdivision may serve as the basis for at least one day's lesson.

In addition to the 800 pages of narrative text, a total of 242 pages of primary source readings are provided in the two volumes. These may be used to supplement and enrich specific activities or serve as the basis for separate lessons. Group and individual projects suggested in the chapter and unit reviews will also require class time if implemented.

Intended User Characteristics

Most 11th-grade students will have little trouble using this text, which this reviewer found to have a readability (based on the Fry formula) of 11th grade; there was variability across chapters and sections. Important ideas are set in boldface type to enhance student comprehension. Also designed to enhance comprehension is the use of brief paragraphs, which are sometimes so brief that choppiness results.

Rationale and General Objectives

The text's major "premise is that a study of the nation's past will give students an understanding of the democratic ideals that have helped form the American government and way of life from colonial times to the present." By using this book, "students will also come to appreciate the ways in which a unique American culture was formed from many different cultures."

The authors also want to help students develop skills. They stress the importance of several specific social studies skills, map skills, graphic/chart skills, chronology, and others.

Data sheet by James R. Giese.

Content

Taken together, the two volumes present 35 chapters that comprise seven units of study. In addition, there are two prologue chapters, one on prehistory, geology, and archaeology, the other a synchronic slice-of-life view of the United States in 1870.

Unit 1 of the first volume covers the first Americans, the establishment of the European frontier, development of colonial society, the evolution of the British empire, and the beginnings of the American Revolution. Unit 2 treats the War for Independence, the Confederation period, the origins of the U.S. Constitution and federal government, the rise of American nationalism, and Jacksonian Democracy. Unit 3--the final unit of volume 1--deals with 19th-century reform movements and abolitionism, slavery, territorial expansion, the Civil War, and Reconstruction.

Volume 2 contains four units. Unit 1 deals with economic growth, industrialization, the frontier, the Populists, immigration, the growth of urban places, and art, religion, and social thought from the late 19th to early 20th century. Unit 2 introduces the varieties of progressive reform, imperialism, the war with Spain, the Panama Canal, dollar diplomacy, World War I, and the League of Nations. One chapter is devoted to the 1920s. Unit 3 deals with Hoover, the crash of 1929, FDR and the New Deal, World War II, and the Cold War. Unit 4 covers the Eisenhower through Reagan years.

The content emphasis of the narrative is largely political and economic but is balanced by the treatment of important social and cultural topics, especially through the text's special features. The "Sidenotes to History" feature is devoted to interesting snippets about people, places, and things that are not often found in high school history texts. The primary source readings at the back of the texts include documents focusing on social history, folklore, and eyewitness accounts. A third feature, "Viewpoints," appears once in every unit. The idea is to show students that historical events can be viewed in a variety of ways, but the selections are too brief to give students any great insight into competing points of view.

Teaching Procedures

The teacher's guides present lesson plans and suggestions for each chapter subdivision. These plans outline the materials needed, content objectives, skills objectives and activities, picture study, and enrichment activities. The content objectives section lists the knowledge outcomes students should show and provides suggestions for beginning the lesson. In the skill objectives and activities section, two skills are usually developed, one on a specific social studies skill, the other on critical thinking skills. For each, two suggested activities are given. These are designed at two levels of sophistication, one more involved and complicated, the other assuring student success. Most often these are two approaches to the same activity.

Picture study is an integral part of the lesson plan. Students are asked to analyze, infer, compare, generalize, or use some other skill with pictures from the text. Enrichment activities often integrate special features of the text into the lessons. In all, a large number of possible lessons and activities are suggested for class use. The suggested strategies center on reading, writing, and directed discussion activities.

Evaluative Comments and Suggestions

A History of the United States presents a judicious variety of content, as well as a wealth of material and activities for use in a two-year course in U.S. history. The teacher who uses these texts can choose from among a welter of suggestions to present the balance of content and skills deemed necessary.

22. HUMAN NEEDS AND SOCIAL WELFARE CURRICULUM PROJECT

Authors:	L. Kay Dietl and Marsha J. Neff
Publisher:	Teachers College Press
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	5 texts, paperbound, 33 to 207 pp, $4.95 to $9.95; 5 teacher's guides, paperbound, 20 to 62 pp, $3.95 to $7.95
Subject Area:	Social studies

Overview

This series of five booklets with accompanying teacher's guides introduces high school students to the U.S. social welfare system. The curriculum was developed by the Minneapolis Public Schools in collaboration with the College of Education and the School of Social Work, University of Minnesota, under an Elementary and Secondary Education Act grant. The materials introduce the U.S. social welfare system, examine social welfare issues and programs for vulnerable populations (aging Americans, youth, and single-parent families), and consider alternatives to the current welfare system. The units may be taught individually or combined for a comprehensive unit on the social welfare system.

Required or Suggested Time

The entire five-unit series takes approximately 54 class periods to cover, although optional activities could expand the time required. Class periods required per unit range from six to seventeen.

Intended User Characteristics

Although the introduction specifies that the units are for high school students, a Fry readability test reveals great variance in reading levels. For unit 1, which the authors highly recommend be covered first, the reading is at college level. Readability of the other units ranges from grade 7 (units 3 and 5) to 11 (unit 4) and above (unit 2). This variance could pose a problem, although the high interest level may compensate for reading difficulties. Each unit contains optional activities to engage students at all levels.

The teacher needs no special training to use these units. However, sensitive issues (e.g., child abuse, alcoholism, teenage pregnancy) are presented in a case study approach that requires students to make value judgments. Thus, maturity on the part of students and sensitivity on the part of the teacher are required.

Rationale and General Objectives

The series is designed to help students decide how we can, "as a nation, follow the mandate of the Preamble to the Constitution to 'promote the general welfare.'" The general objective is "to present materials in a nondoctrinaire perspective that will begin to educate students on choices they will make throughout their adult lives as citizens."

The units are designed to help students become aware of the stereotypes and generalizations associated with those who are served by the social welfare system; understand experiences, situations, and problems leading to economic stress; examine their own attitudes and beliefs; and examine value

Data sheet by Kay Kaiser-Cook.

dilemmas underlying social issues. Problem solving, research, organizing information, and distinguishing fact from opinion are emphasized.

Specific objectives for each unit are stated in terms of knowledge, skills and process, and affective outcomes.

Content

The entire series is characterized by brief, dramatic case studies, often narrated by young people, and by short quotations relevant to the subject. Statistics, fact sheets, data tables, and graphs complement these case studies.

Unit 1, "To Promote the General Welfare," introduces the U.S. social welfare system. Four lessons cover the definition of welfare, human needs and social welfare programs, myths and realities of public assistance, and public assistance and all social welfare. The unit concludes with a discussion of the case for and against a welfare state.

Unit 2, "Aging Americans," contains activities and readings related to the elderly population in the United States. The lessons are concerned with stereotypes, myths, and realities; problems of the elderly; social welfare and the elderly; fitting programs to needs; and future trends. Unit 3, "Youth: Search for Identity," comprises the largest unit of the series. Students are presented with five major problems facing youth today: child abuse and neglect, teenage pregnancy, chemical abuse and dependency, employment, and juvenile delinquency.

Unit 4 is entitled "Single Parent Families: Choice or Chance?" It investigates issues such as transition to single-parent family life, changing American families, single-parent differences and similarities, children from one-parent homes, and programs for single parents. The series culminates with "New Directions," unit 5, in which students search for alternatives to the U.S. social welfare system, examining reasons for reform and possible alternative systems.

Teaching Procedures

Suggestions in the teacher's guides for both required and optional activities include a variety of teaching approaches. After listing knowledge, affective, and skill and process objectives, each guide presents an overview of the unit. This table is followed by an outline of optional activities. Then the guide presents detailed procedures for each lesson: an introduction, objectives, teacher materials, corresponding student pages, amount of time needed, and comprehensive directions.

Teaching methods in the guide involve student readings and worksheets, class discussions, written essay questions, group work, a problem-solving model, research, and brainstorming. Optional activities involve students in media watches, polls, surveys, use of resource persons, study of recent legislation, research, development of a library, scrapbooks, community involvement, interviews, field trips, and writing.

The student texts are presented in a workbook format with perforated pages. The majority of activities in the texts require students to respond to questions and make judgments about issues introduced in brief readings. Other activities include role playing, constructing future wheels, constructing charts, and filling out personal inventory sheets.

Evaluative Comments and Suggestions

The series was field tested in varied settings prior to publication.

Because of the variety of approaches, the high interest level of the narratives, and the timely nature of the issues, the series would easily gain the interest of students, who should gain a real understanding of the social problems addressed and some insight into solutions. However, seriously confronting these issues requires sensitivity, experience, and maturity; great care should be given in deciding at what level, in which course, and to whom the series will be presented.

23. INTRODUCTION TO LAW

Authors:	Robert Force and Daniel J. Baum
Publisher:	South-Western Publishing Co.
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	6 texts, paperbound, 120 to 179 pp, $4.39 each; 6 teacher's guides, paperbound, 20 to 26 pp each, free
Subject Area:	Legal education

Overview

The individual texts in this series are designed "to introduce students to areas of the law which affect them in their daily lives and to enable them to understand the legal system which implements those laws." The texts in the series--Introduction to Law, Consumer Law, Family Law, Student Rights and Responsibilities, Tort Law, and Criminal Law--can be taught individually (as the basis of six weeks of instruction each) or together (as a one-year program). The student materials, designed for use in grades 9-12, consist of short, expository chapters followed by worksheets. These contain activities that direct the students to define both legal and general terms, answer questions, and work through a variety of word scrambles, puzzles, and fill-in or matching activities. Each student text is complemented by a teacher's guide.

Required or Suggested Time

No time guides are suggested by the authors. Five of the modules contain either six or seven chapters. One, Criminal Law, contains ten. It should be possible, particularly with students in the 11th and 12th grades, to teach a module in approximately six weeks. For younger students, nine weeks might be more appropriate for Criminal Law. If all of the modules were combined, there would be ample material for a one-year program.

Intended User Characteristics

These materials would be useful for average readers in grades 9 and 10 and for slow readers in higher grade levels. The workbook format provides an opportunity for self-checks and for recall of factual information. No photographs are included in the texts, although drawings and graphics are used. The print is fairly large and the sections within chapters are, for the most part, brief and to the point.

Social studies teachers should have no trouble implementing these materials if they read over the lessons and the information contained in the teacher's guides. Teachers must be aware that the units were written by professors of law, who thus present legal issues. Some terms may therefore be unfamiliar initially.

Rationale and General Objectives

No written rationale is provided beyond the statement, "the series is designed to introduce students to areas of the law which affect them in their daily lives and to enable them to understand the legal system which implements those laws." Objectives statements are provided in the student texts; acquisition of factual knowledge of the purpose and function of laws as well as the particulars of consumer, family, tort, and criminal law and individual rights and responsibilities dominates these objectives.

Data sheet by Mary Jane Turner.

Content

Introduction to Law is the most general of all of the units. It focuses on the importance of law, the roots of American law, the organization of the legal system in the United States, how law is made and changed, how law is organized, and how the individual relates to the legal system. Another unit, Student Rights and Responsibilities, deals primarily with Constitutional and statutory protections of students in school settings. Among the areas discussed are compulsory education, access to education, religion and speech in schools, and discipline.

The units on Tort Law, Family Law, and Consumer Law are organized in a similar fashion. Each provides a general introduction to the area and then presents the specific elements necessary for a general understanding of the subject. The module Tort Law, for example, has chapters treating intentional torts, defenses to intentional torts, negligence, strict liability, and insurance and fault.

The longest of the units, Criminal Law, discusses the history and sources of criminal law, crimes and defenses, the administration of justice, the justice system and the Constitution, arrests and searches, pre-trial procedures, trial and sentence, youths and criminal law, and the victim. Although this last topic is not treated extensively, it is a welcome focus, as few curricula treat it at all.

Teaching Procedures

Students can plunge into these materials with little or no direction from the teacher. Each chapter in the student text is preceded by a set of objectives and a brief introductory passage. Chapters are concluded with a summary statement. Sections within the narrative are fairly brief. Difficult terms are explained or defined in context. Examples and organizing questions appear throughout the narrative to assist students to understand the content. Chapters are followed by worksheets that provide opportunities for students to define legal and general terms, answer factual questions, fill in blanks, do a puzzle or word scramble, or complete an activity such as conduct a poll, prepare a report, or do other independent research.

One section of this end-of-chapter material is called "Let's Talk It Over." It is here that teachers become involved with their students. The teacher's guides for the various modules contain rather extensive discussions of the various questions, providing information teachers can use in leading effective discussions. The guides contain, as well, an introductory section to assist the teacher and definitions and answers to the factual end-of-chapter materials. Also included in each is a general achievement test containing true/false, multiple choice, completion, and matching items. The Introduction to Law teacher's guide includes additional reading suggestions for each chapter; the Student Rights and Responsibilities and Family Law guides list readings and cite cases for the entire unit.

Evaluative Comments and Suggestions

This curriculum should be useful for teaching about the legal system of the United States. The content is accurate, factual, and up-to-date. Many of the legal terms and concepts may be unfamiliar to teachers with only general social studies backgrounds. It is, therefore, particularly important for teachers to carefully read all of the introductory information and to try to anticipate the questions students may have. Teachers who admit quite candidly to their students that the study of these materials is going to be a learning experience for them as well as for the students may be the most successful with the curriculum. It would also be useful to contact a practicing attorney or attorneys who would be willing to answer specific questions over the telephone or come into the classroom and lead a discussion.

24. LAND OF PROMISE: A HISTORY OF THE UNITED STATES

Authors:	Carol Berkin and Leonard Wood
Publisher:	Scott, Foresman and Co.
Publication Date:	1983
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 816 pp, $16.89; teacher's guide, paperbound, 284 pp, $7.94; worksheets on duplicating masters, $40.27; tests on duplicating masters, $34.98 (also available as 2-volume set; contact publisher for information)
Subject Area:	U.S. history

Overview

Land of Promise is a comprehensive U.S. history text for students at the upper secondary level. Although the primary focus is on political, economic, and military developments, social history and such subjects as minority and women's history are given adequate treatment. The text is beautifully illustrated; its 100-plus maps and the activities based on them are a strength. The teacher's guide and end-of-unit sections in the text suggest numerous student activities. These tend to be paper-and-pencil activities emphasizing knowledge and translation skills, though a number of activities elicit application and interpretation skills as well. The single-volume edition of Land of Promise provides ample material for a yearlong course. The two-volume edition, which was not reviewed, is designed for two years of instruction. A brief examination of the two volumes indicates that the major difference is addition of primary source readings at the back of each volume.

Required or Suggested Time

The single-volume edition of Land of Promise is designed to serve as the basis for a yearlong course in U.S. history. Each of the text's 35 chapters is divided into from three to six sections, generally requiring a day each to complete. Chapter review sections and worksheets will require additional time. Thus, the teacher will have to use activities selectively, weighing such things as available time and student capabilities.

Intended User Characteristics

This text is most appropriate for average and above-average 11th-graders, though the publisher indicates it can be used in grades 9-12. The publisher reports a reading level of grade 9-10 based on the Dale-Chall formula. This reviewer found that the average reading level of the text was grade 13 based on the Fry graph; this average obscures the fact that some of the sections are decidedly more difficult "reads" than others. While some sections are as difficult as grade 17, the reading level of most sections is grade 11. The teacher must therefore be aware of varying levels of reading difficulty and plan assignments accordingly. Special care should also be taken in assigning the "Other Skill Activities" found at the end of chapters. These require varying levels of student ability and thus should be assigned selectively.

Rationale and General Objectives

The authors believe that Land of Promise will give students knowledge

Data sheet by James R. Giese.

of the nation's past as well as skills for participating in the present: "Without this appreciation and understanding [of the past], the student sees events, institutions, and values in his or her own lifetime as random and arbitrary." The teacher's guide lists knowledge and skill objectives for each section of the text.

Content

Land of Promise is comprised of 35 chapters organized into 10 units. Unit 1, "Colonial Origins," covers the age of discovery, indigenous populations, and the European empires in the new world. Unit 2, "The Thirteen Colonies," deals with colonial political and social developments and the economies of the coastal colonies in the period 1620-1760. "The Revolutionary Era," unit 3, examines the coming of the revolution, the war for independence, the confederation period, and the drafting of the Constitution. This unit's presentation of the Constitution is one of the text's strong sections, providing an excellent commentary on the document.

Unit 4, "The Young Republic," covers administrations from Washington to Jackson, emphasizing politics, economic developments, and foreign policy. A social history section, "The Age of Reform," rounds out this unit. Unit 5, "Expansion, Civil War, and Reconstruction," covers such topics as manifest destiny, territorial expansion, the slavery issue and the sectional controversy, the civil war, and reconstruction. Unit 6, "Industrial Transformation," and unit 7, "Becoming a World Power," cover the emergence of the United States as a world industrial power along with attendant problems and responsibilities in the period 1870-1918.

Unit 8, "Prosperity to Depression," examines the period between the world wars. Unit 9, "War and Cold War," depicts World War II, its aftermath in international political terms, and the administrations of Truman and Eisenhower. The last unit, "Modern America," covers events from Kennedy to Reagan with a largely political bent.

The text contains 100 maps and many student activities based on these maps. Eight "The Geographic Setting" features are devoted to the spatial background against which American history unfolds. A "Life in America" feature in each chapter emphasizes social history. Eight "Visiting the Past" essays are built around unifying themes, such as technology and city growth. A brief sketch of each president and 37 snippets of primary sources are also included.

Teaching Procedures

The teacher's guide introduces each chapter with an overview, chapter organization, any pertinent map or illustration highlights, the chapter's "Special History Skill," and suggestions for "Getting Ready." Objectives, student assignments/homework, and classroom activity suggestions are given for each lesson. Section review and main ideas questions are answered in the guide.

Prominent among the suggested activities are the "Special History Skills" (35) and "Other Skill Activities" (133). Included in the former are map skills; working with charts, graphs, and timelines; and using such references as the card catalog, indexes, and the Readers' Guide. "Other Skill Activities" include an array of suggestions for engaging students in the material; reading and writing are emphasized.

Evaluative Comments and Suggestions

Land of Promise is a comprehensive up-to-date text in U.S. history that can be easily used by any teacher using a traditional chronological approach. The text is beautifully illustrated. Several very strong features include an excellent presentation of the U.S. Constitution, such interesting sections as "The Geographic Setting" and "Life in America," and literally hundreds of possible student activities.

25. LIFE AND LIBERTY: AN AMERICAN HISTORY

Authors:	Philip Roden and others
Publisher:	Scott, Foresman and Co.
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 740 pp, $15.98 (also available in 5 paperbound volumes); teacher's guide, paperbound, 256 pp, $9.00; student workbook, paperbound, 171 pp, $2.49; teacher's annotated edition of student workbook, 171 pp, $2.99; tests on duplicating masters, $129.50
Subject Area:	U.S. history

Overview

Life and Liberty: An American History provides secondary students who have difficulty using standard texts with a one-year introduction to U.S. history and the opportunity to strengthen communication, social studies, and critical thinking skills. Both the student materials and the teacher's guide include unique features that are often missing in programs designed for students who read below grade level. Information about the culture and people of an era supplements the basic account of political and military events. Colorful illustrations, maps, charts, photographs, etc., are interspersed throughout the text. Also, learning activities do not have to consist primarily of reading and discussion. The teacher's guide features the details that busy and/or beginning teachers need. The text also contains short reading sections; reading aids; and reading, writing, and social studies skills exercises--characteristics typical of programs designed for students with special needs.

Required or Suggested Time

Life and Liberty provides ample material for a yearlong course. According to the teacher's guide, each of the 153 sections in the student text should be completed during one class period. This schedule leaves enough time for students to take the 20 unit tests and the end-of-book test. Suggestions for adjusting teaching time are provided for teachers who need to lengthen or shorten lessons. Review exercises and workbook activities are suggested as optional homework.

Intended User Characteristics

This text was designed for students in grades 9-12 who read below grade level. According to the Fry readability test, the average reading level is fifth grade. Several reading aids are also included in the text. The chapters begin with an overview that emphasizes the key issues in each section and include an exercise designed to improve reading skills. At the beginning of each section, new vocabulary appears in dark type. The content of a section is comprised of several short narratives introduced with boldface captions. Three or four review questions conclude the sections. No special teacher characteristics are required.

Rationale and General Objectives

The authors have developed Life and Liberty to simultaneously tell the "whole story of American history" and strengthen a variety of communication, social studies, and critical thinking skills. They have also written the book

Data sheet by Sheryl B. Robinson.

with a concern for learning activities that will motivate students and build their self-esteem. Specific skills developed through the program are listed in an outline that is part of the teacher's guide. The outline also lists the page numbers in the student text where each skill is given emphasis. Four or five cognitive and/or skill objectives are listed in each of the 153 daily lesson plans.

Content

Life and Liberty is divided into 20 units that are subdivided into 53 chapters and 153 sections. The first nine units cover U.S. history from the period of exploration and colonization through Reconstruction. The majority of the content focuses on political and military history although a few cultural and economic topics are covered. Units 10 through 17 begin with the rise of business and labor unions and end with World War II. These units include more economic and cultural history. The final three units cover postwar America through the Reagan administration and balance political/military history and cultural/economic history.

Fifty-one short illustrated biographies highlighting famous Americans occur throughout the text; men and women from a variety of ethnic backgrounds are featured. Sixty-eight color maps and numerous graphs, charts, and other visuals illustrate the narrative. In addition, the Declaration of Independence appears with new vocabulary defined in the margins. An annotated version of the Constitution is also included. The book ends with a glossary with pronunciation, an atlas, and a list of Presidents.

All units, chapters, and sections are structured with the same format designed to facilitate student understanding and maintain interest.

Teaching Procedures

The teacher's guide provides a comprehensive daily lesson for each of the 153 sections. The plan consists of teacher preparation guidelines, objectives, reflective questions for students, glossary terms, and a lesson development section. The latter section contains a motivator and step-by-step procedures for teaching the lesson. The motivators are short activities designed to interest students in the lesson. They are extremely varied and usually help students relate the content of the lesson to their own lives. The step-by-step procedures always include an in-class reading of the narrative and the chapter reading skills exercise. The procedures also include an activity to reinforce the reading.

Also suggested are additional activities that can be substituted in the daily lesson or used to extend the length of the lesson. These additional activities, as well as the four review exercises for each chapter and the workbook sheet for each section, are suggested as optional homework assignments. Vocabulary, reading, and writing skills are emphasized in three of the end-of-chapter exercises. The fourth requires students to analyze different kinds of information, such as songs, illustrations, or charts. The workbook exercises focus on reading, communication, social studies, and critical thinking skills.

The guide also includes a general bibliography and a bibliography of teacher readings, student readings, and audiovisuals for each unit. Answers to all questions in the student textbook are included.

Evaluative Comments and Suggestions

Life and Liberty not only features the usual characteristics of other textbooks for slow readers but also has many unique additional ones. The program involves students who have difficulty reading in a variety of alternative activities that will help motivate them, help them succeed, and help them learn. Teachers of students who do not have reading problems could benefit by using the program with the additional activities or examining the program as a model in selecting other textbooks.

26. MAINSTREAMS OF CIVILIZATION

Authors:	Carlton J.H. Hayes and others
Publisher:	Macmillan Publishing Co., Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	3 texts, paperbound, 512 to 576 pp, $15.75 each; teacher's guide, paperbound, 108 pp, $6.00
Subject Area:	World history

Overview

Mainstreams of Civilization is a high school world history program comprised of three texts--Ancient Civilizations: Prehistory to the Fall of Rome, Medieval and Early Modern Times: The Age of Justinian to the 18th Century, and Modern Times: The French Revolution to the Present. The texts can be used separately, in pairs, or all together, depending on the focus of the course. Reading and discussion are the primary instructional strategies, although the teacher's guide also recommends use of other strategies, including role plays, outside reading, and use of audiovisuals. No specific lesson plans are provided.

Required or Suggested Time

The authors describe several options for using the materials: (1) use of any one of the texts, supplemented with extensive outside reading, as the basis of a one-year course, (2) use of two volumes to cover either ancient or more recent history, (3) selective use of all three texts in a broad survey course, organized either chronologically or thematically. Detailed plans for the third option are provided in the teacher's guide. Considerable teacher preparation time will be required in planning both an overall schedule and daily activities.

Intended User Characteristics

Mainstreams of Civilization is intended for use in high school world history courses. The reading level of the texts varies from grade 9 (Ancient Civilizations) to grade 12 (Modern Times). Although some aids to reading (e.g., use of keynote and summary paragraphs, attention to vocabulary building) are included, the texts' rather "heavy" appearance and reading level may discourage some students.

Rationale and General Objectives

The authors feel that world history teachers have traditionally faced two problems: (1) "unwieldy" texts providing superficial coverage of numerous events and (2) lack of materials focusing on shorter time spans. They have therefore designed Mainstreams of Civilization to address these problems. They also aimed to provide materials that would help students "sense the whole length, breadth, and variety of the human experience" and "widen their horizons and deepen their understandings." No specific objectives are provided.

Content

The three texts are all organized chronologically, although the first covers millenia, the second centuries, and the third decades. Ancient Civilizations covers five periods: the begin-

Data sheet by Laurel R. Singleton.

nings of man, first civilizations, the early Iron Age, the growth of civilizations from 350-30 B.C., and from 300 B.C. to the barbarian ages. For each period, the text examines parallel events in the various civilizations then flourishing.

Medieval And Early Modern Times covers 1400 years, from the destruction of the Roman Empire to the French Revolution. Although organized chronologically, the text also emphasizes two themes: the "rise, flowering, and decline of civilizations" and recurring themes in the histories of many countries (e.g., the rise of nation states, the role of religion in daily life).

Modern Times begins in 1789 and ends with the 1980s. It too is organized chronologically with emphasis given to important themes--the spread and decline of European political power and global interdependence in the modern world. Other topics emphasized in this text are capitalism, science and technology, the industrial revolution, political movements of the 20th century, imperialism, and international relations. The last four chapters of this text are the only ones in the entire series that have been significantly revised for this edition.

Teaching Procedures

Reading and discussion are the primary teaching procedures used in conjunction with Mainstreams of Civilization. Each chapter ends with a variety of questions to help students review the material presented, use maps that illustrate the text, and think more deeply about the events covered. Each major unit ends with an excerpt from a primary source document, a new feature in the 1983 edition.

The authors describe the teacher's manual as a "one-sided conversation with the teachers who will use the series." Rather than providing detailed lesson plans or specific teaching activities, the guide provides guidance for organizing courses, discusses use of various types of in-class and homework activities, and describes each volume's content. A bibliography concludes the guide.

Evaluative Comments and Suggestions

The unique strengths of this program are its flexibility and detailed coverage of the broad sweep of history. The text's format and the lack of varied teaching ideas may result in lack of interest on students' part. Teachers will have to spend considerable time planning to alleviate these problems.

27. NEW MODEL ME, THE

Authors:	John R. Rowe, Marvin Pasch, and William F. Hamilton
Publisher:	Teachers College Press
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, paperbound, 383 pp, $10.95; teacher's guide, spiralbound, 412 pp, $13.95
Subject Area:	Affective education, human relations, psychology

Overview

Based on the work of the late Dr. Ralph H. Ojemann of the Educational Research Council of America, The New Model Me is designed to help adolescents understand human behavior. The content of the activity-based program, which aims to fulfill both cognitive and affective objectives, centers around Ojemann's "Behavior Equation"--needs plus resources plus the immediate physical/psychological setting equals behavior. The program can be used as the basis for a semester-long course or to supplement existing courses.

Required or Suggested Time

Although the authors indicate that the program can be used as the basis of a semester-long course in human behavior or as a supplement to other courses, they believe 18 weeks of instruction are needed to meet all the program's goals. They also suggest that The New Model Me is most effective when taught every day because frequency of use indicates to students the priority the teacher places on the program.

Intended User Characteristics

The program is designed for use with students in grades 9-12, including students with behavior problems. Although a Fry analysis indicated a reading level of grade 9/10, the brevity of the readings and the introduction of a reading system will make the program appropriate for some students in grades 7 and 8 as well.

Teachers who use the program must be willing to become involved in activities, be sensitive to the needs of adolescents, and be comfortable dealing with feelings. Teacher training would be helpful. Support of administrators, colleagues, and parents is deemed important by the authors, who provide tips for gaining such support. The authors believe that having at least two teachers per building using the program is instrumental in helping teachers implement its goals.

Rationale and General Objectives

The New Model Me is intended to help adolescents (1) understand human behavior--"why people do what they do"--(2) strengthen their own

Data sheet by Laurel R. Singleton.

self-identify, and (3) develop their ability to "make thoughtful and constructive decisions in a complex world." The student text provides students with knowledge, skill, and affective objectives for each unit.

Content

The program is focused on understanding and using a "Behavior Equation"--needs plus resources plus immediate physical/psychological setting equals behavior. The first of the program's five units introduces this equation. The second unit covers self-identity, including resources available to students and how values affect identity.

Unit 3 looks at controls on behavior. Examined are self-imposed controls and such external controls as family rules, school rules, physical handicaps, and the mass media. Making decisions and aggression are the topics of unit 4. The final unit covers personal and societal change, with emphasis on technology and the future.

Teaching Procedure

The primary teaching activities are built into the student text. Students read and discuss brief narrative selections, keep a journal, complete checklists, conduct role plays, interview school authorities, participate in small-group problem-solving, and take part in a range of other activities.

The teacher's guide opens with an extensive discussion of how the program can be most effectively implemented. This is followed by a page-by-page commentary on the student book; the commentary provides additional activities, teaching tips, cautions, and background for the teacher.

Evaluative Comments and Suggestions

This program's emphasis on the affective and its coverage of such controversial issues as sex education and gun control will undoubtedly generate opposition in many school districts. Nonetheless, it is notable because it focuses on those topics of most concern to adolescents and should thus be effective in developing self-understanding and decision making skills.

28. OUR AMERICAN GOVERNMENT AND POLITICAL SYSTEM

Authors:	Daniel Wit, P. Allan Dionisopoulos, Robert J. Gennette
Publisher:	Laidlaw Brothers
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 640 pp, $14.82; teacher's guide, paperbound, 168 pp, $2.16
Subject Area:	Civics, political science, U.S. government

Overview

Our American Government and Political System provides a comprehensive introduction to traditional civics topics for students in grades 9-12. Although stressing factual information, this text also attends to the development of information acquisition and critical thinking skills. Students have opportunities to work with graphs, tables, cartoons, expressions of opposing views, simulations, and controversial issues. The teacher's guide identifies general purposes for each unit and chapter as well as providing instructional objectives and teaching strategies for each section within chapters. The text can be used as the basis for either a yearlong or semester course.

Required or Suggested Time

The text could provide the basis for a year of instruction in state, local, and national government. The text's ten units are divided into 35 chapters or approximately one chapter per week of school. The text could also provide basal material for a semester course that focuses upon one of the following: the structure and function of local, state, and national governments; the structure and function of the national government; state and local government; or political problems.

Intended User Characteristics

The advanced reading level indicated by a Fry analysis suggests that this text would be most appropriate for junior or senior high students with excellent reading ability. Once students learn the specialized vocabulary of government, readability may not pose as serious a problem as it does initially, but this reviewer's experience suggests that the text would be difficult for many students.

Although teacher training is not required, teachers who intend to use all of the suggested activities should feel comfortable with a wide range of instructional strategies and with open-ended issues for which there may be no correct answer. In addition, teachers may want to inform administrators about some of the activities, if active student involvement is not a common practice in the school.

Rationale and General Objectives

The authors indicate that Our American Government and Political System addresses two goals: "First, the textbook helps students develop an understanding of the 'whys' of the American political system. Second, through the development of this understanding, the textbook helps students to cultivate an appropriate sense of citizenship as participants in our democratic society." In addition to listing general goals for the text, the

Data sheet by G. Dale Greenawald.

teacher's guide specifies objectives for each unit, chapter, and section. Most of the objectives focus upon cognitive outcomes; teachers are rarely directed to attend to content, process, and affective objectives simultaneously.

Content

Our American Government and Political System provides an overview of most of the topics traditionally addressed in a government text. It begins with an examination of the origins and functions of government and a brief comparative study of various types of political systems. The text also traces the historical and philosophical origins of American democracy and their expression in the Constitution.

The next unit examines the American political process. Chapters in this unit focus upon public opinion, voter behavior, political parties, and pressure groups. The following unit examines the operation of the national executive branch, considering how presidents are chosen, the powers of the executive, the structure of the executive branch, its functions, the development of executive powers, and an evaluation of presidential powers. Units focusing upon the legislative and judicial branches follow. These units consider the nature and structure of Congress, its function, how it operates, the foundations and evolution of the judicial system, the national judiciary, and the judicial process. Of special importance are chapters that attend to problems related to Congress and its members, civil liberties and civil rights, and issues related to achieving justice for all.

Additional units focus upon state and local governments as well as the role of the government in the economy and foreign relations. Attention is given to both foreign policy and economic issues. Teachers should be aware that the authors are strong proponents of economic growth; other perspectives may need to be introduced to provide balance regarding this controversial area.

Teaching Procedures

The text and accompanying teacher's guide recommend a wide range of teaching strategies. Each text section concludes with several questions that focus upon the major content objectives for that section. Chapters conclude with reviews of vocabulary and facts, questions focusing upon the main ideas, discussion questions raising broad issues, and research topics. Units conclude with case studies that require students to apply learning from the unit in new situations; questions attending to the major concepts discussed in the unit; questions designed to have students apply information in the unit; research based upon conflicting opinions presented in the unit; and a bibliography.

Instructional strategies suggested in the teacher's guide include discussion, research papers, oral presentations, small-group tasks, simulations, field trips, community surveys, and analyzing graphs, maps, charts, cartoons, and written resources. Although the majority of activities focus upon acquisition and retention of knowledge, attention is also directed at development of analytical and problem- solving skills.

Evaluative Comments and Suggestions

Our American Government and Political System provides a comprehensive overview of the American political system. It provides more detailed objectives than most texts and attempts to achieve both knowledge acquisition and process objectives. It shows minorities in a variety of nonstereotypical roles and is suitable for use with diverse groups.

The text's flexibility and comprehensiveness are strengths. Inclusion of some community-based learning opportunities is a positive factor that could be expanded. The virtual exclusion of role plays as an instructional strategy is puzzling, since this approach is particularly effective in demonstrating the realities of the political system.

29. PEOPLE ON EARTH: A WORLD GEOGRAPHY

Authors:	Dorothy W. Drummond and Robert R. Drummond
Publisher:	Scott, Foresman and Co.
Publication Date:	1983
Grade Level:	7-8
Materials and Cost:	Text, hardbound, 560 pp, $16.89; teacher's annotated edition, hardbound, 608 pp, $18.59; activities on duplicating masters, $33.92; tests on duplicating masters, $26.50
Subject Area:	World geography

Overview

People on Earth: A World Geography, designed for seventh- or eighth-grade students, focuses on "earth as the home of people." The text's first three units introduce the physical and cultural features of earth while the following six units examine major world areas, requiring students to apply the geography concepts learned previously. A feature of the text is the "Handbook of Information," which contains statistical information on the 50 states and all the countries of the world, as well as an atlas of world climate, political, elevation, vegetation, population, and land use maps. Accompanying materials include two skill-building activity sheets per chapter and chapter and unit tests, all on duplicating masters.

Required or Suggested Time

This text is designed for a one-year geography course. Its 32 chapters each require one week of instruction. Some planning will be required--especially for teachers new to geography--as detailed teaching plans are not provided.

Intended User Characteristics

Students in grades 7 and 8 are the intended audience for this book. The Fry graph indicates an average reading level of grade 7, with individual passages ranging from grades 3 to 9. Reading and study skills are taught throughout the text, and a variety of visual aids, including photographs, maps, charts, tables, and graphs, are used to aid understanding. Sufficient material is provided for the teacher so that formal training in geography is not necessary, although it would, of course, be helpful.

Rationale and General Objectives

The authors believe that geography should be taught both topically and regionally, since "both approaches have value for junior high school students." The first three units are designed to "provide students with an understanding that the environment is made up of physical and cultural features." In the ensuing units, students study various world regions, examining the physical environment and culture of each. The authors note that "Always, the focus is on Earth as the home of people." Two skill areas are stressed: reading/study skills and map/globe skills. The teacher's edition provides objectives for each chapter.

Content

The first unit examines the scope of geography, the location of earth in the universe, and the motion of earth, and introduces models of the earth--maps

Data sheet by Frances Haley.

and globes. Unit 2 examines landforms, weather, climate, vegetation, and natural resources. Unit 3, the last of the introductory units, presents the concepts of population density and culture in an introduction to the world's people, discusses how people use the land, and presents world transportation and communication systems.

Following this, units are presented on North America, South America, Europe and the Soviet Union, Asia, lands of the South Pacific, and Africa. Each unit begins with a chapter on land and water features, climate, vegetation, land use, and natural resources. This chapter is followed by an examination of the culture, population patterns, trade, work, and other features of each region. The unit on North America has six chapters, featuring the United States, Canada, and Middle America. Other units vary in length, depending on the size of the region. For example, the unit on lands of the South Pacific has just two chapters, one on the islands of the South Pacific and the other on Australia, New Zealand, and Antarctica.

Special content features in each unit include a two-page feature focusing on geography-related careers and powers of nature (e.g., drought, floods, and volcanoes) and a one-page description of how humans change the environment.

Teaching Procedures

The teacher's annotated edition opens with an introduction to the text, an outline of the reading/study skills and map/globe skills taught in the material, and a bibliography of supplementary materials. The bibliography includes general books, sources of wall maps and globes, periodicals, books related to each unit, and audiovisual sources.

This material is followed by a 39-page guide, with one page devoted to each chapter and seven pages of black-line masters for outline maps of the continents. Provided for each chapter are a summary, objectives, concepts, teaching strategies, and answers to the "building skills" section in the student text. The teaching strategies usually include one project and a variety of research activities for students. Within the chapters are annotations suggesting further discussion; for example, "Point out that the sun is also behind almost all other sources of energy we use. Discuss."

After each lesson in the student text is a review of vocabulary, main ideas, and skills. These same topics--vocabulary, main ideas, and skills--are also reviewed at the end of each chapter. Unit reviews and quizzes are also presented. Other aids in the student text are a one-page skill lesson in each chapter.

Chapter and unit tests are available separately. Both have three sections: vocabulary, main ideas, and using skills. Questions are matching, true/false, multiple choice, and essay.

Evaluative Comments and Suggestions

Writing a world geography text without cramming the book with facts and data is extremely difficult. This text has done an admirable job of combining facts with skill exercises, while maintaining a focus on the human inhabitants of earth. Map and globe skills are taught sequentially and are reinforced throughout the material with exercises in the text, end-of-lesson and -chapter questions, and tests. Teachers new to geography may need to spend extra time preparing to be sure they have a good grasp of the materials and skills before teaching them to students.

30. PEOPLE AND NATIONS: A WORLD HISTORY

Authors:	Anatole G. Mazour, John M. Peoples, and Theodore K. Rabb
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 845 pp, $17.40; teacher's guide, paperbound, 504 pp, $7.50
Subject Area:	World history

Overview

Intended for high school students of average abilities, People and Nations presents a chronological treatment of world history. The well-illustrated text is exemplary in its attempt to balance political, social, cultural, and economic history, and to balance Western with non-Western history. Teaching procedures involve students in reading and participating in a wide variety of activities emphasizing development in such skills as critical thinking, investigating, and writing. The teacher's guide accompanying the text contains detailed lesson plans; listings of resource materials; supplementary worksheets; a geography supplement; answers for textbook questions; and chapter, unit, midterm, and final tests.

Required or Suggested Time

The text is designed as a one-year course in world history. Its 32 chapters are subdivided into 151 sections that constitute one day of classroom work each, allowing time for review, testing, and activities as well. The teacher's guide gives excellent guidelines to follow in establishing a time plan. It also gives suggestions for using the textbook in the quarter system and in specialized courses such as area studies and world cultures. Very little teacher preparation time is needed.

Intended User Characteristics

The materials are intended for high school students of average reading ability. A Fry analysis showed that readability varied from grade 7 to grade 16; the average reading level of the student text is approximately grade 10-11. The publisher reports a Dale-Chall reading level of grade 9-10. New and unfamiliar names and terms are defined when they are encountered in the text, and pronunciation guides are included. The authors report the difficulty of designating a program as suitable for all students, since abilities differ greatly. Therefore, the teacher's guide offers brief guidelines for adapting the program for students of varying abilities. No special teacher training is needed.

Rationale and General Objectives

"The main purpose of People and Nations is to provide students with a comprehensive survey of world history that will help them understand their own times and to see the world in all its relationships." Emphasis is placed on showing "the continuity of history, the sweeping forces that shaped events, and the influence of each era on succeeding times." The textbook also stresses such skills as critical thinking, investigating, and writing. Students are encouraged to relate history and geography, to integrate geography comprehension and skills, and to think of themselves as historians.

Data sheet by Sydney J. Meredith.

Content

The text's seven units are organized chronologically into 32 chapters and 151 sections. Unit 1 focuses on early cultures and civilizations. In unit 2, chapters cover development of civilizations in Greece, Rome, and ancient Asia. Chapters in unit 3 discuss the new heights reached by East Asia; preservation of the history of Rome by the Byzantine Empire; the powerful force of Islam; the complex civilizations founded in Africa and the Americas; the domination of Medieval Europe by feudal lords and the church; and early development of European nations. Unit 4 deals with changes to Europe brought about by the Renaissance and Reformation; development of strong central governments in Europe; the American and French Revolutions; and changes that occurred throughout the world as Europe expanded.

Unit 5 treats transformation of the modern world due to the industrial revolution; influence of new political ideas, science and culture; unification of nations; and imperialism. Unit 6 focuses on how World War I altered the course of history and caused tensions in Western nations; new political forces in Africa, Asia, and Latin America; and the aggressions that brought about World War II. Unit 7 looks at European recovery and superpower rivalry, the struggle of Asian nations to gain political stability and economic strength, the gaining of independence by Africa and the Middle East, the important role the Western hemisphere played in world affairs, and rapid change in the modern world.

A number of special features are integrated in the text. These look at methods by which historians reconstruct the past, how familiar customs and traditions have been common experiences in all times, works of art that are especially illuminating as historical witnesses, and chronology of events in widely separated areas of the world.

Teaching Procedures

Students using People and Nations read textbook selections to master content; analyze picture essays, maps, time lines, and charts; learn important terms; engage in skills-oriented activities such as outlining, classifying information, using maps, and interpreting primary sources; and answer questions in checkup sections and chapter reviews.

In addition to introductory material explaining overall use of the text and a listing of audiovisual materials and sources, the teacher's guide provides one-page guidelines for each chapter and section. Chapter guidelines include an overview summarizing the main ideas, a list of the chapter's key words, a teaching strategy to introduce the chapter and motivate students, a listing of teacher and student supplementary reading material, and references to appropriate worksheets, geography applications, and tests. Section guidelines list the major theme, educational objectives, activity suggestions, a number of primary and secondary source excerpts and strategies for using them, and suggested supplementary readings. Suggested activities are varied.

The last part of the guide contains 74 worksheets offering ways to extend and enrich the text; reproducible chapter, unit, midterm, and final tests; student guidelines for preparing a research report; and a geography supplement.

Evaluative Comments and Suggestions

People and Nations is a well-written, basic world history textbook that is logically organized. Its in-depth, balanced approach will help students gain an understanding of world history. Noteworthy features include the introduction of a variety of skills, especially in geography; the interest-building enrichment features; and the chronologically parallel account of historical events. The teacher's guide provides explicit, detailed instructions for presenting material.

31. PLANNING FOR CHANGE: A COURSE OF STUDY IN ECOLOGICAL PLANNING

Author:	James A. Lahde
Publishers:	Teachers College Press
Publication Date:	1982
Grade Level:	10-adult
Materials and Cost:	Text, hardbound, 181 pp, $13.95; teacher's guide, paperbound, 18 pp, $1.95; activities manual, paperbound, 84 pp, $5.95
Subject Area:	Environmental education, urban studies

Overview

Planning for Change: A Course of Study in Ecological Planning is designed for semester or yearlong courses that introduce ecological planning to advanced high school students, college students, and community leaders. The program is based on the assumption that students will carry out a class or personal land-planning project as part of their study. The textbook describes an ecological planning model that can solve land-use problems as well as facts, concepts, and skills important to land planning. The workbook activities reinforce the text by requiring students to read aerial photographs, map community sites, measure the volume of a stream, and practice other skills. The programs draw its content from many disciplines. For example, it uses market research techniques and the influence of social values and economics from the social sciences. A variety of teaching methods are used to develop psychomotor, cognitive, and affective skills. The short teacher's guide contains program goals, two sample lesson plans, evaluation tools, and a bibliography.

Required or Suggested Time

The program is designed for a one- or two-semester course. The teacher's guide suggests that each of the 13 chapters can be completed in one or one and a half weeks. Evaluation activities and the land-planning project require additional time. While there is ample material for a semester course, supplementary material may be necessary for advanced students enrolled in a yearlong program. All teachers need time to develop objectives and daily lesson plans, to gather and purchase materials for the activities, to plan field trips, and to develop evaluation activities.

Intended User Characteristics

The program was written for a broad audience--high school and college students and community leaders and developers. According to the Fry readability formula, the text has a college sophomore reading level so it is appropriate only for above-average secondary students. Teachers need a background in land planning. If this background is limited, they will need to study the activities in detail in order to assist students in using triangulation to locate objects on a site, reading a topographic map, etc.

Rationale and General Objectives

The purpose of the program is "to make students and their teachers aware of the existing planning process and its problems, and to help them understand ecological alternatives to each course of action." The author believes this experience is worthwhile because it gives students an under-

Data sheet by Sheryl B. Robinson.

standing of the complex nature of community growth; allows them to examine alternative lifestyles, community values, and ecological realities; and challenges them to experiment with alternative solutions to complex, interrelated land-use problems. The teacher's guide lists eight affective and cognitive program goals. A specific objective for each exercise in the activities manual is given therein. Most of these objectives are psychomotor and cognitive.

Content

The text begins with an overview of the current planning process. Chapter 1 discusses how the process works, problems associated with it, and present trends. Urbanization forces that affect the process follow in Chapter 2. As an alternative to the existing approach, a more comprehensive process called ecological planning is presented in the next chapter. It is assumed that students will use this alternative process to conduct a land-use change project on a site within walking distance of the classroom.

The next nine chapters prepare students to carry out this process. Chapters 4 through 6 are concerned with data collection. Graphic and mapping skills for identifying data collected on a site, how to write and illustrate a proposal for a project, and using statistical data to decide what site to develop are a few of the topics presented. The next four chapters focus on natural resources. Basic concepts and knowledge for analyzing vegetation, soil, and water are presented, as are methods for analyzing and illustrating this type of data. Chapter 11 focuses on evaluation, discussing several methods of evaluating the different kinds of data collected in the previous chapters. Chapter 12 explains how to draw a master plan for developing a site. Students must balance their needs as developers with the limitations of the site and the needs of the community. The final chapter, "Planning for Change: A New Order," provides a rationale for the program.

Headings divide all chapters into several shorter sections. All chapters end with a brief conclusion section and a bibliography. Black and white photographs and illustrations appear throughout the text.

Teaching Procedures

The activities manual contains one to five activities for reinforcing the content of each chapter. Each activity includes an objective, materials, and procedures. The range of activities is wide; most do not require a great deal of reading. Students measure, draw, read maps, survey, etc. For example, they read about using statistical data to select a land site for development in Chapter 8. Next they collect their own data, determine and plot population trends and growth rates, and analyze their own values about land-use issues. The manual concludes with a section of illustrations and descriptions of common freshwater animals and plants.

Evaluative Comments and Suggestions

Teachers interested in ecology/environmental studies will find Planning for Change appealing because few other materials in the area exist. It is also attractive because the interdisciplinary approach and wide variety of activities will interest students who have many different interests and individual needs. The text is complex, however, and contains little help for teachers in the way of lesson plans. Most teachers may not have the background knowledge and time necessary to use it. In addition, some of the required materials--watches with second hands, surveying instruments, slopefinders, etc.--are expensive and difficult to obtain. Much of the text was developed by the author while teaching an urban ecology class for secondary students.

32. PROUD NATION, A

Author:	Ernest R. May
Publisher:	McDougal, Littell and Co.
Publication Date:	1983
Grade Level:	6-9
Materials and Cost:	Text, hardbound, 768 pp, $15.48; teacher's edition, hardbound, 871 pp, $20.60; workbook, paperbound, 124 pp, $2.79; activities on duplicating masters, 124 pp, $49.00; tests on duplicating masters, 52 pp, $17.50
Subject Area:	U.S. history

Overview

A Proud Nation is a junior high/middle school U.S. history text designed for a full year course. The 12-unit, 35-chapter chronological presentation covers historical periods from before Columbus through Ronald Reagan, encouraging historical analysis and comparison through the use of social studies skills. Special text features include a focus page in each chapter examining a particular aspect in greater detail and a unit section describing famous and not-so-famous American families. Lesson, chapter, and unit reviews emphasize factual recall and application of skills. The teacher's edition provides a section containing unit-by-unit and chapter-by-chapter overviews, teaching and activity suggestions, answers to review questions, and mastery tests.

Required or Suggested Time

The text is designed for a one-year course in U.S. history. It consists of 12 units with 35 chapters. Each chapter is designed to take one week. Teachers will need to spend some time outside of class reviewing and expanding the lesson plans in the teacher's edition.

Intended User Characteristics

The text is intended for middle school or junior high school students. While the publisher reports using a controlled vocabulary, a Fry test indicated a reading level several grades above the junior high level. This higher score seems due to the high use of dates and proper names. Aids to readability are the use of italics for significant or unfamiliar words and concepts, definitions in context, short lessons, and subheadings focusing on the coverage of smaller sections. Numerous graphs, illustrations, and maps offer visual support. Each chapter prepares the student for the content to follow in a brief introduction. No special teacher training is needed to use this text.

Rationale and General Objectives

A Proud Nation aims to "present history so that students gain experience and insight that will guide them in thinking about the issues they face now and in the future." More specific objectives include "promoting the study of history through clear content that encourages historical analysis," providing experience in using primary sources, "humanizing events of history through stories of both famous and ordinary people," helping students to recall specific historical data and to relate and compare past events with present ones, and developing social studies skills. Very specific knowledge and skill objectives for each chapter are delineated in the teacher's edition.

Data sheet by Carol H. Krismann.

Content

A Proud Nation is a chronological history of the United States beginning with the land and Indian life and concluding with Ronald Reagan's presidency. The text is divided into 12 units with clearly delineated time spans. Each unit is comprised of three chapters, which are further subdivided into three to four short lessons geared to one basic idea. Each chapter concludes with a focus page examining a person, episode, or development in further detail; these emphasize the human aspect of history, examining such people as Civil War women spies, Dred Scott, and two brothers on opposite sides of the Civil War; such issues as working women, population growth in the United States, and union membership; and such careers as cartography, treasure hunting, and social science. These pages frequently contain excerpts from primary source materials.

Each unit begins with a time line showing events in the rest of the world concurrent with events in U.S. history. The units end with special feature sections describing various American families. In both the focus pages and special feature sections a wide range of ethnic groups, males, and females are described.

Teaching Procedures

A number of teaching aids are provided in the student text. Review questions at the end of each lesson encourage the student to recall factual information and relate the past to the present. The chapter review is designed to reinforce new concepts in the text, to relate information to larger concepts, to use the maps and photographs or reproductions to analyze visual data, and to suggest supplementary individual or group activities and additional reading. Unit reviews serve to help the student identify the main ideas in the unit through questions relating to history, geography, economics, political science, and sociology. There are also questions encouraging the student to make generalizations about the content and relate it to the present and exercises dealing with the special feature, maps, and photographs or reproductions.

The teacher's edition provides 103 pages of practical teaching aids organized to follow the student text. Each unit is treated in two pages designed to help the teacher plan, use, and review the unit. They include an overview of the unit, teaching suggestions geared to the unit's opening pages, and answers to the unit review. These pages also list concepts and social studies skills. Each chapter is also described in two pages that include objectives and teaching suggestions for each lesson as well as answers to the chapter review. A mastery test is included for each chapter; factual recall is stressed.

Teacher notes are also provided throughout the text reproduced in the teacher's edition. These point out the emphasis of each chapter and suggest an ongoing activity to promote motivation. Lesson notes include a brief introduction, notation of unfamiliar terms, and a delineation of the main idea. Activity suggestions are interspersed throughout the text, as are answers to lesson review questions.

Evaluative Comments and Suggestions

A Proud Nation is a well-organized, interesting, and readable text, covering the gamut of American history. The coverage is thorough, although the last two chapters examining 1960 to the present are somewhat cursory. Special features and quotations from primary sources add to the interest. The pages are spacious with easily readable type; well-placed maps, photographs, and reproductions add to student understanding. Review questions and activities are thought-provoking. Teacher's notes are thorough although those interspersed throughout the text are in small type that is difficult to read.

33. PSYCHOLOGY FOR YOU

Author:	Sol Gordon
Publisher:	Sadlier-Oxford
Publication Date:	1983 (rev. ed.)
Grade Level:	9-college
Materials and Cost:	Text, hardbound, 559 pp, $12.42; teacher's guide, paperbound, 96 pp, $4.50
Subject Area:	Psychology

Overview

Psychology for You is a text designed for an introductory course in psychology focusing on humanistic rather than clinical psychology. Designed for high school and college students, it is organized into six sections and 24 chapters covering theoretical and social aspects of psychology. The main objective is to stimulate thinking and self-awareness through reading the text and additional resources, class discussion, and activities. It is written in a clear, understandable, and nonjudgmental way. The teacher's guide offers suggestions for approaching and teaching the material, as well as discussion, project, and reading ideas over and above those appearing in the text.

Required or Suggested Time

The text is intended for use in an introductory course in psychology. No time allotment is suggested in the teacher's guide, although six units and 24 chapters would seem to indicate at least a semester's study. The author does suggest some chapters which could be deleted without destroying the flow of content. Teachers will need to spend time out of class developing day-to-day lesson plans.

Intended User Characteristics

Although the publisher states that the text is designed for grades 9-12, the author suggests in his introduction that the appropriate grade level would be grade 11 through freshman or sophomore year of college. The Fry readability measurement by this analyst would tend to support the author, as the readability is at the college level. This relatively high reading level could be explained by the use of scientific terms in the text. Aids in readability and clarity include the use of italics for unfamiliar words or phrases with definitions incorporated into the text, clear and understandable language, and pleasant format with wide margins. Photographs, graphs, charts, and checklists offer visual support.

No special teacher training is needed, although some background in psychology would be helpful.

Rationale and General Objectives

According to the author, Psychology for You is "concerned primarily with students' personality development and with their social and intellectual growth." It is designed "to help young people gain a better understanding of themselves, their relationship with others, and ultimately the society in which they live." The focus of the text is on humanistic psychology rather than clinical psychology, but the text does include a range of theoretical analysis and specific information relating to scientific psychology. Specific objectives include accurate recall of key facts and concepts, but the primary objective is to "stimulate thinking and self-

Data sheet by Carol H. Krismann.

awareness." Objectives for each chapter appear in the teacher's guide.

Content

Psychology for You is presented in six sections divided into three to six chapters each, for a total of 24 chapters. Section 1 covers psychology as it relates to the individual, defining normal, mentally healthy, basic emotional needs, and psychological problems a human being may encounter. Section 2 provides an overview of theories of human behavior from Freud to new age psychology. It also includes suggestions for choosing a therapy. Section 3 discusses dreams, mythology, and altered states of consciousness, while section 4 deals with the psychology of social change, such as transition to adulthood, women's and men's liberation, love and sexuality, handicaps, aging, and death. Section 5 treats problems of society, including prejudice, crime, drug and alcohol abuse, murder, and mass persuasion. The final section presents theories of intelligence and intelligence testing as well as statistical methods and how they are used in psychology. The final chapter is a personal statement by the author promoting ways of living in the world. His main theme is to "broaden your world" by being open to new experiences. Contemporary photographs, drawings, and cartoons illustrate the text; pertinent quotations, brief biographical sketches of important theorists, and related charts, graphs, and checklists are also included.

Teaching Procedures

The teacher's guide provides objectives, teaching suggestions, and lists of resource materials for each chapter of the student text. The introduction states the humanistic orientation of the text and attempts to distinguish this approach from other approaches. It also suggests resource material for the teacher to make available to the students (books, newsletters, magazines, films, dictionaries, etc.). The bulk of the guide is chapter-by-chapter suggestions, comprised of chapter objectives, tips for handling the material effectively, and discussion and project ideas. These are not a duplication of the discussion and project ideas in the student text. Emphasis throughout is on teacher sensitivity to the students. Projects include doing research, listening to speakers, creative writing, debating, brainstorming, etc. The last section of the guide is a reprint of an article, "Careers in Psychology." Tests are not included; in fact, the author suggests that grades be based on class participation in discussion and the quality of written reports.

Teaching procedures incorporated into the text include a page at the end of each chapter entitled "Things to Discuss/Things to Do/Things to Read." Discussion questions are usually open-ended and thought-provoking. Suggested activities include volunteering at a mental hospital, role playing, doing further research, holding a class debate, or giving presentations. Suggestions for further reading include a variety of books, both fiction and nonfiction.

Evaluative Comments and Suggestions

Dr. Gordon, a well-known author and psychologist, has written a matter-of-fact, unbiased textbook. He presents many theories, stating all sides of issues in an easily understandable and nonpatronizing manner. He is very careful to state when he is expressing his own opinion and treats controversial issues such as homosexuality, sexuality, abortion, and prejudice with care. His items for discussion, things to do, and things to read at the end of each chapter are excellent. The text should certainly catch the interest of the students. Many teachers might have appreciated more guidelines as far as timelines for presenting the material. Teacher attitudes and the necessity for being sensitive to the emotional needs of the students are thoroughly covered.

34. STECK-VAUGHN WORLD GEOGRAPHY

Authors:	Robert A. Harper and Joseph P. Stoltman
Publisher:	Steck-Vaughn Co.
Publication Date:	1983
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 607 pp, $15.60; teacher's guide, paperbound, 142 pp, $8.95; tests on black-line masters, $7.89
Subject Area:	World geography

Overview

The interrelationship of physical, cultural, and economic geography is the focus of this text for junior high students. The text's first and last units focus on the world as a whole, with unit 1 introducing basic geographic concepts and unit 10 looking at current global issues. The eight remaining units focus on world regions. A unique feature in each unit presents works of music, literature, and art related to geography. Geographic skills are emphasized throughout the text. A reference section features an atlas of eight full-color maps of the world and the continents. The student text is accompanied by a teacher's guide and black-line masters for chapter tests.

Required or Suggested Time

The book is suitable for use as a basal text in a one-year world geography course. Approximately three to five days will be needed to cover each of the text's 42 chapters. The program is flexible enough so that teachers can spend more time on difficult concepts and skills if they wish.

Intended User Characteristics

The reading level of Steck-Vaughn World Geography averages grade 7. According to a Fry analysis, selected excerpts ranged from grade 4 to grade 10; however, the majority of passages analyzed were at the seventh-grade level. Two special features in the teacher's guide provide for exceptional students. "Extra Help" allows the teacher to present concepts and skills in a more simplistic manner for less able students. "Challenge" provides suggestions for more advanced students.

Teachers who do not have extensive geography background will need to spend time preparing to teach the skills lessons. The lessons are clearly written and presented; however, many of the concepts and skills will be new to students and will require thorough teacher understanding to explain.

Rationale and General Objectives

In the introduction to the student text, the authors note the many different reasons for studying geography and relate these reasons to students' lives. They note that geography affects "the place where you live, the way you live, and your future choice of jobs. [It] affects the things you need and use in your daily lives . . . Geography also helps you to understand news events and how they may affect you." The relationship between humans and the environment is an important part of geography, which includes the study of land and water (physical geography), of people and how they live (cultural geography), and the use of Earth's resources (economic geography). The major objective of the text

Data sheet by Frances Haley.

is to give students "a basic understanding of the geography of today's world." The teacher's guide gives objectives for each chapter.

Content

The various "environments" of planet earth and the uses to which humans put these environments are the topics of the first unit. Subsequent units focus on the United States and Canada, Latin America and the Caribbean, Western Europe, the Soviet Union and Eastern Europe, the Middle East and North Africa, Tropical and Southern Africa, South and Southeast Asia, and East Asia and the Pacific. Each of these regional units has a chapter that reviews the region as a whole, followed by case studies of countries within the region. These case studies are designed to show similarities and differences among the countries within the regions. Within each case study, the environment, the people, and the people's interaction with the environment are presented. The last chapter in each unit has the subtitle, "The Region in Perspective," and focuses on key issues and prospects for that region. For example, the unit on Western Europe ends with a chapter discussing the question of a united Europe while the unit on Tropical and Southern Africa concludes with a discussion of breaking out of poverty. Unit 10 examines such global issues as food, natural hazards, and use of earth's resources.

Fifty-one sequential geography skills lessons are presented. Fourteen of these are presented in the first unit; most cover basic skills needed to use globes, maps, graphs, charts, and tables. The balance of the lessons--one in each chapter--introduce more advanced skills, building on those presented in unit 1.

A unique feature in each unit presents excerpts from art, literature, music, and poetry. For example, in the unit on Western Europe, two Van Gogh paintings are reproduced, one of the outskirts of Hague, the other a country scene in France. Students are asked to describe differences in the areas, the climate, population, etc., based on their analysis of the paintings.

Teaching Procedures

The bulk of the teacher's guide focuses on the individual chapters. Specific learning objectives for each chapter are given, followed by a lesson vocabulary. Suggestions for using the vocabulary are also presented. A motivation lesson is suggested, followed by questions for discussion linked to the student text. Answers for questions contained in the student text are also given. Separate instructions are provided for the geography skills lessons within each chapter. A chapter feature called "Your Local Geography" requires students to apply concepts and skills to local issues. "Extra Help" and "Challenge" lessons are presented for use with the core chapter materials, geography lessons, and local features. The final section for each chapter is a section of questions to be used for evaluation. Black-line masters of chapter tests are available separately. An annotated list of books and audiovisual materials is presented at the end of each unit.

Evaluative Comments and Suggestions

Steck-Vaughn World Geography is an interesting book, written in a readable manner. Although it does present many facts, it is not dry and uninteresting. The questions within the chapters are designed to promote student thinking, not merely recitation. However, the materials do rely mostly on reading, writing, and recitation. Some of the built-in features require library research and more active learning, should the teacher choose to use these.

Especially strong features of the material include the geography skill-building lessons and the scope and sequence of content and skills presented in the teacher's guide.

35. STUDY OF ECONOMICS, THE: PRINCIPLES, CONCEPTS AND APPLICATIONS

Author:	Turley Mings
Publisher:	The Dushkin Publishing Group, Inc.
Publication Date:	1983 (2nd ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 452 pp, $11.96; teacher's guide, paperbound, 92 pp, $3.80; workbook, paperbound, 143 pp, $5.20; student test booklet, paperbound, 112 pp, $2.80
Subject Area:	Economics

Overview

The Study of Economics: Principles, Concepts and Applications is designed for use in a one- or two-term course at the secondary level. The text employs a building-block presentation of basic economic principles and theories, with units on the foundations of economics, microeconomics, macroeconomics, and world economics. Case studies are employed frequently. The author emphasizes the need for active participation by students, suggesting that class time be equally divided between lecturing, class discussion, and small-group work. A teacher's guide, workbook, and student tests accompany the program.

Required or Suggested Time

The text is designed for a one- or two-term course. Each of the text's 18 chapters is arranged into several four- to five-page sections; each section could be combined with tests or exercises from the workbook for a day's assignment. Teachers should begin with the first unit on foundations of economics, but can then decide whether to teach the units on microeconomics or macroeconomics in or out of sequence; the unit on world economics should be taught last.

Intended User Characteristics

The text is intended for secondary students. A Fry readability analysis indicated that readability varied somewhat, with the average at grade 12. Sentences are long and complex. In addition, concepts are fairly sophisticated for most secondary students. However, the text is consistently organized and contains a number of reading aids (chapter previews, learning objectives, definitions of economic concepts, etc.). No special teacher training is required.

Rationale and General Objectives

The author's overall goal is to provide "a clear and concrete presentation of material...to make the subject of economics understandable and interesting while at the same time covering the range of intellectual tools that can be useful to a layperson." Specific goals emphasize concept teaching, problem-solving, and process skills. One goal is "to give the beginning student...a concrete setting to which new concepts can be related." A second goal is "to provide an evenly balanced presentation of the full range of economics and economic theory by selecting and including in the text only those tools of economic analysis which would be useful to a student in understanding the real economic world." A third goal is to involve students in playing "an active or interactive role in the process, rather than merely a passive role as listener." The text lists specific objectives for each chapter.

Data sheet by Sydney J. Meredith.

Content

The text provides an evenly balanced presentation of basic economic principles and theories. The text's four units are organized into 18 chapters. In unit 1, "Foundations," economic choices, the economic system, and market pricing are discussed. Chapters in unit 2, "Microeconomics," focus on the consumer, the business firm and market structure, industry concentration and conduct, government and business, labor, and income distribution. Discussed in the chapters on "Macroeconomics," unit 3, are money, unemployment and inflation, the economy's output, stabilizing the economy, economic growth, and public finance. Unit 4 deals with "World Economics," emphasizing international trade, alternative economic systems, and world development.

Many case studies are used. Anecdotes and numerous cartoons also enliven the narrative. A glossary and index conclude the text.

Teaching Procedures

A number of teaching aids are provided in the student text. To interest students and assist them in reading the material, each chapter opens with an attention-getting article on some event or problem relevant to the economic concepts introduced in the chapter. For example, the chapter on economic choices begins with an article on the shortage of petroleum in the 1970s.

Following the introductory article is a preview of the content of the chapter and a set of learning objectives. Chapters are arranged in sections, further subdivided into discussions of individual concepts. Each section concludes with a short case study that illustrates application of the concepts covered. Each case study is followed by three questions that encourage students to discuss and analyze economic concerns in large or small groups and to apply the newly learned concepts. The three questions become progressively more difficult--the first requires mostly factual recall; the second requires analytical thinking; and the third, an open-ended question, requires the student to apply judgments. At the end of each chapter are a summary, a one-page essay about a well-known economist or important economic event, study questions, and analytical exercises to expand and reinforce understanding of the material presented in the text.

The teacher's guide is designed to help teachers use the text in discussing concepts, analysis, and case applications in the text and workbook. It suggests teaching devices the author found useful in the classroom. Chapter overviews and answers to all questions in the text, workbook, and testing booklet are also provided.

The workbook contains review exercises, practice tests, and additional case applications. The testing booklet contains 54 chapter tests.

Evaluative Comments and Suggestions

The Study of Economics: Principles, Concepts, and Applications is a logically organized, well-written text offering a building-block presentation of concepts. The author has carefully thought through the content structure of the text, student objectives, and case application approach. Workbook exercises should help to reinforce the material presented in the text.

A potential problem in using this text successfully is the high reading level and difficulty of some of the material. The text may be appropriate for only the most able of senior high students.

The teacher's guide is clearly written and provides teachers with a great deal of information. While the use of case study applications requiring students to apply knowledge they have learned is a strong point, many teachers might have appreciated the addition of more varied methods of instruction. A timetable for presenting the material would also have been helpful.

36. THIS GREAT NATION

Author:	Henry F. Graff
Publisher:	Riverside Publishing Co.
Publication Date:	1983
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 800 pp, $16.98; teacher's annotated edition, hardbound, 800 pp, $18.45; teacher's guide, paperbound, 128 pp, $3.96 (supplementary materials include a workbook, activity sheets on duplicating masters, and tests and quizzes on duplicating masters)
Subject Area:	U.S. history

Overview

This Great Nation is a U.S. history text designed for use in a yearlong junior high school course. The text provides a traditional chronological overview of major events in U.S. history, from the first Americans to the present administration. A range of teaching aids provide teachers with ample material to select from. Reading, discussion, and paper-and-pencil activities are stressed.

Required or Suggested Time

This Great Nation is intended for use in a yearlong U.S. history course. Although no specific timetable for using the book's 30 chapters is provided, each of the two to three sections in each chapter could probably be completed in one or two days of class work. Adequate time would still remain to cover special skill and content features, use selected workbook pages and activity sheets, and review and test.

Intended User Characteristics

The text is aimed at junior high school students of all ability levels. The publisher reports an eighth-grade reading level (Dale-Chall), while this analyst's application of the Fry graph indicated a ninth-grade average. Such reading aids as advance organizers, definitions of new terms in context, and section review questions are presented. Some special skill features also assist students in developing reading skills. In addition, the teacher's guide (or resource book) presents three ability-keyed activities for each section: one for average students, one for below-average students, and one for above-average students. Because these activities focus on skill development, however, students with reading difficulties may find achieving the content objectives difficult without special planning by the teacher.

Rationale and General Objectives

This Great Nation has been written to help students "appreciate the breadth of America's accomplishments and potential" through a standard chronological presentation of U.S. history. Within the chronological framework, the text "takes account of the dynamics of American history--fresh information, refined social insights, and revised historical interpretations ...." The text also aims to develop study, map-reading, thinking, and reading skills; detailed scope-and-sequence charts for these skills are provided in the teacher's guide. The guide also lists specific content objectives for units and sections and a skill objective for each of the three activities provided for each section.

Data sheet by Laurel R. Singleton.

Content

The text's 30 chapters are organized into ten units that present a chronological account of U.S. history. Traditional political/military topics are emphasized in the standard textbook prose.

The first unit, "The Meeting of Cultures," covers such topics as the first Americans, U.S. geography, early explorers, Columbus, and the creation of New France and New Spain. Unit 2 focuses on life in the colonies of "English America." Unit 3, "The American Revolution," covers not only the Revolutionary War, but the confederation of states and the U.S. Constitution.

Unit 4, "A New Nation," covers events from the presidency of Washington to that of Polk. Topics in the fifth unit, "A People in Conflict," are the Civil War and Reconstruction. The period of "National Expansion" in the second half of the 19th century is the focus of unit 6.

Unit 7, "A Reluctant International Power," looks at events in the early 20th century: overseas expansion, Theodore Roosevelt's foreign policy, World War I, and the 20s. "Depression and War"--World War II and the Cold War--are the subjects of unit 8. Unit 9 looks at the social movements of the 60s, the effects of mobility and technology on American life, and events in Southeast Asia and the Middle East. The final unit examines "Challenges of a New Age," with particular emphasis given to economic problems.

Special content features in each unit include a "Law and the Citizen" feature that focuses on such topics as citizens' rights during war time or the "separate but equal" doctrine and a "People in America" feature that highlights well-known and little-known Americans.

Teaching Procedures

Teaching aids provided with this text include a teacher's guide, teacher's annotated edition, workbook, packets of duplicating masters for activity sheets and for tests and quizzes, and activities provided in the student text.

The teacher's guide provides an introduction to the program, complete with detailed scope-and-sequence charts for content and skills. For each unit, the guide presents a content overview, content objectives, a list of special features, a suggested bulletin board display, and student and teacher bibliographies. An excellent historical essay providing background information introduces each chapter. For the chapter sections, the guide presents content objectives, three activities keyed to skill objectives and ability levels, and references to related activity sheets, quizzes, and workbook pages. The activity sheets provide paper-and-pencil activities reinforcing skills; the workbooks provide similar activities that reinforce content; tests and quizzes stress knowledge acquisition and map skills.

The teacher's annotated edition complements the guide. It repeats the content overviews and objectives for each unit and chapter and provides definitions of the vocabulary words listed in each section of the student text, a limited number of activity and discussion suggestions, and answers to questions in the student text.

Teaching aids in the student text include the skill features presented in each chapter, as well as chapter and unit tests.

Evaluative Comments and Suggestions

Teachers will have a wealth of materials to choose from in using this text; despite the amount of material provided, however, there is not a great deal of variety. Reading, discussion, and paper-and-pencil activities predominate; without careful teacher planning, students may become bored. Strong points of the program include its emphasis on skill development and the historical essays provided as background for each chapter in the teacher's guide.

37. THIS IS AMERICA'S STORY

Authors:	Howard B. Wilder, Robert P. Ludlum, and Harriet McCune Brown
Publisher:	Houghton Mifflin Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 792 pp, $16.20; teacher's edition, hardbound, xx pp, $18.00; workbook, paperbound, $3.00; tests, $2.10; teacher's key, $3.99; resource book (black-line masters of activity book and tests), $12.00
Subject Area:	U.S. history

Overview

This is America's Story provides adequate material for a yearlong course in U.S. history, yet remains flexible enough for the incorporation of current events, special topics and projects, or concentration on skill-building. The material may be used with average junior high school students; the reading level is grade 9 and aids to reading are provided. The authors present a blend of political and social history in showing America to be both a "land of promise" and a "land of progress." The teacher's edition presents objectives and teaching strategies for each of the text's 32 chapters. Other program components include chapter and unit tests and worksheets available in a workbook or as black-line masters.

Required or Suggested Time

The text is divided into 32 chapters comprising ten units of study. Each chapter is subdivided into from three to five sections. The text is designed to be the basis of a yearlong course in American history at the junior high school or middle school level. The text provides adequate material, but also provides flexibility for incorporating other subjects, concentration on the skills sections of the book, or days to set aside for current events or other activities. Opportunities for incorporating contemporary events into history-focused lessons are provided.

Intended User Characteristics

The textbook is intended for a junior high or middle school audience. This reviewer found the reading level of the material, based on the Fry formula, to be at the ninth grade; reading aids are provided. The skills features require no special sophistication and may be used by average students. While some out-of-class work is suggested as part of student activities, these are optional and do not necessitate excessive time. No special teacher training is needed to use this textbook.

Rationale and General Objectives

Three major objectives guided the authors in writing this text: "(1) to tell America's story in an interesting and understandable way, (2) to develop study skills, and (3) to build an appreciation of our nation's heritage." Especially important to the authors is that America's story has been "the search for freedom and opportunity...which led people to leave Europe...because they had a dream for a new and better life." The authors also want to show how American life

Data sheet by James R. Giese.

has been transformed over time and that the promise of equal rights and liberties, as voiced in such documents as the Declaration of Independence and the Bill of Rights, has gained wider meaning and currency over time.

Content

The text presents ten units of 32 chapters. The content emphasis of the book is on the 18th and 19th centuries; less emphasis is given the 17th and 20th centuries. Two units treat exploration and the early history of new world colonies. Six units deal with the period of the American Revolution through the industrial transformation of the late 19th century. Two units present the history of the United States from the end of the 19th century through the Reagan administration.

Much of the content of the book is oriented toward political history, though balanced by attention to social history topics. Of the topics covered in the "Summary of Important Ideas" section at the end of each unit, 54 percent are political, 13 percent are both political and social, and the remaining 33 percent are largely social.

The textbook also presents 17 "People in America's Story" features, brief, visually oriented descriptions of people important in American history. Three are devoted to women, three to minorities, two to business figures, four to representatives of social or cultural themes, and eight to major political figures. Another feature is devoted to "Gaining Skills." Of the 32 skills exercises, seven involve maps, eleven concern graphics (reading charts, graphs, tables, and pictures), eight stress reading (for point of view, comparing primary and secondary sources, separating fact from opinion), and two each focus on writing, time, and reference work.

Teaching Procedures

Each chapter is prefaced by guiding questions. The subsequent narrative is divided into sections that correspond to these questions. Study questions focusing on retention of facts conclude each section. The review sections concluding each chapter are more extensive and various. Each of these contains vocabulary work, map work, fact questions, skills practice (primarily map work or time line work), and questions requiring students to make comparisons, draw inferences, and make extrapolations. The primary difficulty with this section is the inordinate use of "why" questions that do not indicate the level of specificity required to answer the questions adequately.

The teacher's edition presents an overview of the program, objectives and an introductory activity for each, one to four teaching ideas for each section, and a unit-by-unit bibliography of student and teacher materials and audiovisual aids. Activities emphasize class discussion and written exercises.

Evaluative Comments and Suggestions

This Is America's Story presents a judicious balance between political and social history content. There is some skills emphasis, but the skill lessons may have to be embellished in order to make first-rate lessons. Adequate material is presented for a full year's course in American history, but not so much as to preclude enrichment activities of various kinds.

38. WE AMERICANS: OUR HISTORY AND PEOPLE

Authors:	James A. Banks with Sam L. Sebesta
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1982
Grade Level:	8-12
Materials and Cost:	2 texts, paperbound, 344 pp each, $9.90 each; teacher's guide, paperbound, 118 pp, $9.90
Subject Area:	U.S. history

Overview

Written at a seventh-grade reading level, this U.S. history text is intended to be used in a yearlong course for students in grades 8-12. Illustrated with black and white photographs, engravings, and drawings, the two volumes present a chronological history of the United States, emphasizing people and the human side of history. Students are expected to read the text and participate in classroom discussions and many learning activities. A teacher's guide accompanies the texts.

Required or Suggested Time

The two texts are the basis for a one-year course of study. The texts are divided into a total of 39 chapters organized into 14 units. The amount of time spent on individual chapters is left to the discretion of the teacher; three days per chapter would appear to be an adequate average, leaving time for supplemental activities and testing.

Intended User Characteristics

The textbook is intended for students of varying abilities in grades 8-12. It can be used with students who have reading difficulties. According to the Fry graph, the text's reading level averages grade 7. A special section at the beginning of each unit defines difficult words; the pronunciation of many words is provided in the text. The wide range of suggested activities provides for slower as well as above-average students. No special teacher preparation is necessary.

Rationale and General Objectives

History is more than a series of events; it "concerns the lives and ideas of people." We Americans, written with this concern in mind, supports two major objectives. One objective is "to bring American history alive through the words of many different Americans." The textbook will show students how people have affected history and how history has affected people. The second purpose is "to add to students' understanding of American history by showing what life was like for many different Americans in our country's past, including women and religious, political, and ethnic groups."

Content

A chronological history of the United States is presented in two volumes. The first volume contains eight units. In unit 1, "The American Indians," students discuss the methods employed by scientists to reconstruct the histories of preliterate societies; learn about cultural diversity by examining the life ways of the Pueblo Indians, the Indians of the Pacific Northwest, the Plains Indians, and the Iroquois; and examine the sophisticated level of government utilized by the Iroquois League. Unit 2 deals with

Data sheet by Regina McCormick.

the "European Exploration of America," discussing the motivations of these explorations and the effects of European values of that era on the life ways of the Native Americans. In unit 3 students study the colonization of America by England, Spain, France, and other European countries. Issues of concern during the growth of our nation (e.g., slavery, religious freedom) have roots in this early colonial period. The continued growth of the colonies and their independence from England are dealt with in unit 4. Students examine life in the colonies and the American Revolution.

Unit 5, "A Young Nation Develops," explores problems encountered (e.g., the need for a central government); what it was like living in rural areas, in cities, and on plantations; immigration; and women's role in the growing nation. The westward movement is the focus of unit 6. Also studied are the Texas revolution and the Mexican War. In unit 7 students read firsthand accounts about what it was like to be a slave; they also read of the brave stands taken by abolitionists who opposed slavery. The concluding unit in volume 1 deals with the Civil War.

The second volume contains six units. Unit 9 deals with the Reconstruction era and the settlement of the western part of the United States. In the tenth unit, students learn how our nation changed after the Civil War as a result of industrialization and reforms. War, annexation, and World War I are studied in Unit 11, as students learn how "The United States Becomes a World Power." The roaring twenties, the stock market crash, the Great Depression, and the New Deal are topics examined in unit 12, "Between the Wars." World War II and postwar America, 1945-1955, are studied in Unit 13. The concluding unit deals with the new problems and new challenges of our growing nation. Topics students examine include the civil rights of all Americans, space exploration, the Cuban missile crisis, assassinations, and the characteristics of the Kennedy, Johnson, and Nixon administrations.

Teaching Procedures

Students are expected to read and discuss the textbook, answer chapter review questions, and participate in learning activities. Each unit begins with an overview and a timeline. An "Understanding What You Read Activity," which defines words that are used in the unit, is also provided. Each unit also contains "Summing Up" review questions and a list of books for students to read. "Do You Remember?" and "What Do You Think?" questions help students review each chapter. Also included in the chapter review are "Things To Do." For example, students do oral reports on the adventures of Estevanico, build models of a slave hut and of a mansion on a large plantation, prepare and eat a meal that slaves might have eaten (ham hocks, black-eyed peas), write a letter to a friend describing what life was like in a Southern city shortly after the war, and interview senior citizens.

Complete teaching instructions are provided in the teacher's guide. For each chapter the following information is provided: a summary, student objectives, learning activities, possible responses to student questions in the chapter review section of the textbook, and lists of student and teacher resources.

Evaluative Comments and Suggestions

The text is well written and interesting. The emphasis on people, the easy reading level, and the fact that the text comes in two paperbound volumes that are not overwhelming will make it especially easy to use with average or slower students. The texts do not have color photographs--something you very seldom find these days; however, the black and white illustrations work very well, and students should find them interesting.

39. WE THE PEOPLE: CIVICS IN THE UNITED STATES

Authors:	Robert A. Carter and John M. Richards
Publisher:	Coronado Publishers, Inc.
Publication Date:	1983
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 616 pp, $15.69; teacher's annotated edition, hardbound, 662 pp, $19.80; tests on duplicating masters, $8.25; audio program, $6.60
Subject Area:	Citizenship education, civics

Overview

We the People is a civics textbook that has been in print for more than 50 years and is thus quite traditional. The authors point out, however, that this edition is entirely new, with newly written or extensively revised content, a new format and page design, and different artwork. The text is comprised of 32 chapters organized into eight units, constituting a one-year course for average readers in grades 7-9. The teacher's edition opens with a general section outlining an array of teaching strategies; it also provides some suggestions and appropriate questions for teachers in annotations on student text pages. While the teacher's edition does not state "finite" goals for a civics course, it does indicate that skills are an integral part of such a study and purports to provide a "complete curriculum of skills development." Tests and an audio program consisting of dramatic readings of great documents are also available.

Required or Suggested Time

We the People provides ample material for a one-year course. No timetable indicating how much time should be spent on each component is included, nor are there recommendations concerning what portions might be omitted. Teachers could delete various chapters and/or units to structure a one-semester program.

Intended User Characteristics

This text is intended for average readers in grades 7-9. It would probably work best with ninth-graders, as the average reading level based on a Fry analysis is grade 9. Chapters are designed to aid understanding of the narrative, with focusing ideas and a pretest preceding the narrative. End-of-chapter material is intended to reinforce knowledge and build study and social science skills. The text attends to issues influencing both urban and rural Americans. In addition, the illustrations and photographs depict members of many racial groups.

No special teacher training is necessary. Although the chapters are laid out to facilitate student learning, teachers may want to design their own lesson plans for implementing the chapters in order to vary the format.

Rationale and General Objectives

The authors of We the People are frankly positive about the American system, stating "we believe that patriotism, respect for the law, and civic responsibility are values worth instilling in students..." A focus throughout the text is thus on meeting obligations. Although no precise goals are provided, students are clearly expected to understand their rights and duties as citizens and to learn the skills necessary to appreciate these rights and carry out these duties.

Data sheet by Mary Jane Turner.

Content

The organization of the student text is unique. Each chapter begins with an excerpt from some great document in American history, and the content of the chapter is developed according to the nature of that document. Chapter 31, for example, is prefaced with Article I, Section 8 from the Constitution and with a paragraph from Wealth of Nations. Sections within the chapter deal with capitalism, government protection of competition, changes in the economy, and the effect of the modern economy on the individual. The second organizing principle takes into account that our government is divided horizontally (executive, legislative, judicial) and vertically (federal, state, and local). Throughout, the structure and operation of government are analyzed in terms of both of these divisions.

The first unit of the text deals with responsible citizenship. The second traces the growth of the American governmental system from the period before the Constitution to the present. Unit 3 focuses on political parties, interest groups, and elections. Units 4 through 6 treat the three branches of government. Unit 7, "Cooperating in Our Republic," contains four chapters--one on the general welfare, one on the energy problem, one on education, and one on religion. The final unit has to do with our economic system.

Teaching Procedures

The teacher's edition contains a section entitled "Suggestions for Teaching We the People." Among the issues dealt with are learning styles, thinking skills, controversial issues, primary sources, the value of practice, questioning strategies, writing skills, and evaluation.

The student text is laid out for easy presentation. Each unit and chapter is preceded by an illustration and one or two paragraphs of text. In the case of chapters, excerpts of great documents are also presented at this point. This introduction is concluded with a feature called "Focusing Ideas," the items of which correspond to sections within the chapter. This section is followed by a pretest intended as a guide to reading only. Sections within chapters are started with a set of three specific objectives. Students are expected to check their achievement of the objectives by answering questions following each section.

A two-page skills feature, consisting of four parts, concludes each chapter. The first part, "Thinking Skills," contains questions ranging in complexity from recall to generalizing. "Vocabulary Skills" consists of four different kinds of activities designed to provide practice with civics vocabulary. "Study Skills" is a section that gives students directions on how to locate, gather, organize, and communicate information. "Beyond the Book" presents activities such as analyzing cartoons, interviewing, and participating in a debate.

Both the unit and chapter tests are intended to "provide students with an intensive review of text materials" and help teachers determine "students' retention abilities."

Evaluative Comments and Suggestions

We the People is a text that unfortunately is too-often preachy and platitudinous. It is important that students learn the value of assuming civic responsibility, but they need more opportunities to think about the consequences of not fulfilling their duties and obligations rather than simple exhortation. The text, because it never varies in approach and format, could become boring. Creative teachers might want to consider developing some action strategies that would involve students in learning.

Two parts of the text are very useful--the "Study Skills" and "Skill Builders" sections. Students are provided with opportunities to practice a wide variety of skills, many of which are seldom included in social studies programs.

40. WE THE PEOPLE: A HISTORY OF THE UNITED STATES

Authors:	David B. Bidna, Morris S. Greenberg, and Jerold H. Spitz
Publisher:	D.C. Heath and Co.
Publication Date:	1982
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 639 pp, $15.00; annotated teacher's edition, hardbound, 733 pp, $18.00; workbook, paperbound, 304 pp, $4.74; teacher's edition of workbook, $5.22; tests on duplicating masters, $18.99
Subject Area:	U.S. history

Overview

We the People is a text designed for average and below-average junior high school students. The developers have paid close attention to the reading level and have structured the teaching in such a way that the slowest students will gain something from the course. Graphics and color are used well. The content is chronological and includes attention to cultural and social history. A teacher's edition, extensive workbook, and an evaluation program accompany the text.

Required or Suggested Time

The text is designed for use in a one-year junior high school U.S. history course. Its ten units are divided into 25 chapters, further divided into 34 lessons. A lesson module is the basic unit for instruction. Most of the lessons consist of six pages--two for an introductory story, three of narrative history reading, and one for questions and activities. In a 180-day school year, two days could be devoted to each lesson with ample time left for other, supplementary activities.

Intended User Characteristics

According to the publisher, We the People is a text for average and below-average junior high school students. Although this analyst assessed the readability at high ninth or low tenth grade (based on the Fry graph), the test sample contained three passages that included extensive use of proper nouns and dates. The three passages that did not include the proper nouns and dates showed a mid-seventh-grade reading level. It is clear from the reading analysis that the reading level has been carefully controlled, in terms of narrative and amount of reading; use of pictures, graphs, and activities enhances the text's usefulness for the target audience. No special teacher training would be required to use these materials, although a careful reading of the teacher's manual is suggested.

Rationale and General Objectives

We the People has been developed with the needs and skills of the average junior high school student in mind. According to the authors, "recognition of differences in learning styles has brought a need for materials that, while they are adaptable to individual needs, also encourage the group processes that are one of the essential learnings in the social sciences." The authors recognize that the content and methodology of the social sciences and history have changed in the past decade and they want to highlight these changes in the text. According to the authors, "In content, the program seeks to provide

Data sheet by James E. Davis.

a balance among the various social sciences, between past and present, and between individual interest and curriculum requirements." Major areas of objectives include (1) skills orientation and factual recall; (2) use of knowledge and comprehension; (3) interpretation, analysis, and inquiry, and (4) contemporary relevance and personal meaning.

Content

We the People is an entire course in American history from pre-Columbian times through the election of President Reagan. Chronologically organized, the text begins with people in America before exploration and a discussion of events in Europe that led to exploration. Following exploration are colonization and the search for independence. Following independence are the westward movement, the war between the states, and industrialization. The next unit discusses America's becoming a world power followed by America in World War II. The last two units discuss the 1960s and 1970s.

Each lesson opens with a story that deals with people, events, or ideas related to the substantive content of the lesson. The story is followed by the history reading, which usually focuses on a single theme. The review and summary help the student reinforce the reading material. In some lessons the review and summary are followed by additional story material, additional history narrative, or skill-building reading such as discussion of a map. While much attention in the core reading materials is paid to political/military history, a substantial amount of student attention is directed to social/cultural history, including the role and contributions of women and minorities.

Teaching Procedures

The teaching procedure to be used with the lesson modules is similar throughout the text. Each module begins with a story, usually about people, events, or ideas. Students are then asked to respond to questions related to each story. A final question, "looking ahead," helps students organize their thoughts for the next reading, which is substantive history and the core of the lesson. This reading is accompanied by vocabulary words that, according to the publisher, are above the fourth-grade reading level. The reading includes a review of a previous lesson, the actual reading, and a summary of the reading. Questions introduce each reading subsection. After each reading are questions--objective, short-answer, and discussion. Each chapter contains a page of concluding questions intended to help students in learning about the "where" and "when" of the lesson material. Each unit also includes four to six pages that show the life of the people during the time period under consideration. Throughout, there is extensive use of pictures, graphs, and charts.

The workbook material that accompanies each lesson contains a programmed learning review, a skill-building activity (e.g., distinguishing fact from opinion), and a short test-type activity (e.g., fill in the blanks). At the end of the workbook students are confronted with a short narrative conversation designed to elicit their thoughts on issues.

Evaluative Comments and Suggestions

This text seems to do what the publisher intended it should do--interest average and below-average students. The reading is controlled; it is broken up into manageable pieces; it is interesting. There is extensive and good pedagogical use of pictures and graphics. Although not the core of the text, social and cultural aspects of history receive ample attention. For some teachers and students the rather repetitive teaching strategy may cause a bit of boredom. However, the teacher is free to vary the learning activities and there is plenty of time to do so. This text has more on 20th-century history than most for this level.

41. WESTERN HEMISPHERE, THE (OUR WORLD TODAY SERIES)

Authors:	Harold D. Drummond and James W. Hughes
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	6-9
Materials and Cost:	Text, hardbound, 472 pp, $13.65; teacher's edition, hardbound, 580 pp, $16.65; workbook, paperbound, $4.50
Subject Area:	Area studies, geography

Overview

The Western Hemisphere is the fourth text in the four-part intermediate/junior high geography series, Our World Today. It is the only text in the series not previously reviewed in the Data Book. Covered in the text are the land of Antarctica and the topography, climate, and economic life of South America, Central America, the West Indies, Mexico, the United States, and Canada. Reading and discussion are the dominant teaching strategies used.

Another text in the series, The Eastern Hemisphere (see Data Book, vol. 6) was also issued in a new edition in 1983; revisions are negligible. The publisher currently has no plans to update the other two titles, Journey Through the Americas and Journey Through Many Lands (see Data Book, vol. 7).

Required or Suggested Time

This text provides sufficient material for a full year's course, though no guidance is given on how much time is to be allotted to each of the text's 11 chapters, which range in length from 18 to 120 pages. Teachers covering parts of the Western Hemisphere in other courses might use chapters from the text to provide a geographic perspective.

Intended User Characteristics

The text is designed for students in the middle school years. The publisher indicates that readability was controlled using the Dale-Chall formula. A Fry test indicated the reading level to be grade 8/9. New words are highlighted and defined in text, and frequent reviews of content are provided.

Rationale and General Objectives

The Western Hemisphere is designed "to offer a systematic geographical approach to social education." Providing "up-to-date information about peoples and culture" of the Western Hemisphere, the text stresses the contrast between developed and undeveloped countries as well as interdependence of Western Hemisphere nations. The authors believe these emphases will help students achieve "increased respect for ways in which others live and a keener awareness that there should be friendship among all peoples."

Content

The text is divided into 11 chapters. The first introduces the Western Hemisphere and covers such basic geographic concepts as latitude, longitude, and map projections. The second chapter, which is rather unusual, focuses

Data sheet by Laurel R. Singleton.

on Antarctica, also reviewing earth-sun relationships.

Chapter 3 introduces Latin America, with a focus on climate and people. Chapter 4 is a lengthy nation-by-nation look at the history, topography, climate, and economy of South America. The turbulent political situation in the area is touched upon. Chapters 5, 6, and 7 present similar looks at the nations of Central America, the West Indies, and Mexico.

Chapter 8's introduction to the remainder of North America is followed by a lengthy chapter on the United States and another on Canada. Both emphasize economic geography. Chapter 11 presents generalizations about the Western Hemisphere, encouraging students to develop their own generalizations.

Teaching Procedures

Each chapter in the text is prefaced by a list of "Do You Know" questions that indicate important content to be covered. The narrative is divided into three- to eleven-page sections followed by review questions. End-of-chapter materials include three categories of activities: "Be a Geographer," requiring application of knowledge and skills from the chapter; "Other Learning Activities," which emphasize additional research into chapter topics; and "Questions to Think About," a self-explanatory category.

For each chapter the teacher's edition provides an overview, list of sources, objectives, ideas for introducing the chapter, answers to text questions, and a list of related workbook activities.

Evaluative Comments and Suggestions

The text's strength is its coverage of geography and climate in the Western Hemisphere. Its treatment of political and economic issues of Latin American nations is weak, almost of necessity given the complexity of these issues and the number of nations covered. More specific and varied suggestions for presenting the text material would be helpful.

42. WORLD HISTORY: PATTERNS OF CIVILIZATION

Author:	Burton F. Beers
Publisher:	Prentice-Hall, Inc.
Publication Date:	1983
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 800 pp, $17.49; teacher's annotated edition, hardbound, 928 pp, $22.50; teacher's guide, paperbound, $36.00
Subject Area:	World history

Overview

World History: Patterns of Civilization presents material for a yearlong world history course at the secondary level. Ten major units, arranged into 40 chapters, provide a chronological framework for tracing the development of civilizations in different parts of the world. The text is clearly written and incorporates such teaching aids as advance organizers, review questions, and skill activities. In addition, colorful artwork and such special features as primary source materials and biographies enliven the text. Specific lesson plans for each chapter, worksheets, and tests are provided in the teacher's guide. The teacher's edition provides answers to all questions posed in the student text. A test bank and computerized testing service will be available in July 1984.

Required or Suggested [illegible]

Designed for use a one-year course, the text contains 40 chapters divided into sections providing daily lessons. Most chapters represent about a week of instructional time. The teacher's guide presents suggestions for selective use of the text in courses with different emphases.

Intended User Characteristics

The materials are written for use in secondary world history classes. The publisher reports that the Dale-Chall formula was used to control the readability level. A Fry readability analysis by this reviewer indicates the reading level to be grade 10. The writing is clear, and several features incorporated into the text will aid students in reading and understanding the materials (e.g., advance organizers such as unit overviews, chapter outlines, and numerous subsection headings; definitions of unfamiliar words). Visual aids such as paintings, cartoons, photographs, and maps are integrated with the text to motivate students. Little teacher preparation time will be required because the teaching guide offers lesson plans corresponding closely with the student text.

Rationale and General Objectives

According to the author, the purposes of the text are to help students "become familiar with the varied experiences of people throughout history as well as with the common patterns of civilization; learn about the political, social, and economic developments that have created the world today; and better understand the challenges of the present and the major issues of the future."

Content

World History: Patterns of Civilization presents a chronological survey of world history from the earliest civilizations to the present. Ten major units cover either significant

Data sheet by Sydney J. Meredith.

themes of a particular time (political change and economic development, the influence of geography on cultures, the growth of science and technology, the effect of contact between cultures, and creativity in the arts) or a geographic area.

Unit 1, "Beginnings of Ancient Civilization," provides an overview of the foundations of civilization and discusses the early civilizations of Egypt, India, China, and the Middle East. Chapters in unit 2, "Rise of Classical Civilizations," focus on the study of ancient Greece and Rome along with the study of Greek, Roman, Indian, and Chinese heritage. "The Middle Ages in Western Europe" is dealt with in unit 3, which includes chapters on foundations of Medieval Europe and building national monarchies. "Golden Ages Outside Europe," unit 4, provides information on the Byzantine and Islamic civilizations, Africa and the Americas, and India, China, and Japan.

Unit 5 covers "Europe in Transition"--the Renaissance and Reformation, exploration and expansion, and the age of absolute monarchs. Revolution is the major topic of unit 6. Examined are the scientific revolution and political revolutions in England, North America, and France. Unit 7 covers the Industrial Revolution, currents of thought, the growth of democracy, and nationalism. Unit 8 explores the concept of imperialism, specifically imperialism in Africa from 1700-1914, the contact between Asia and the West, and revolution and independence in Latin America. Covered in unit 9 are World Wars I and II and their aftermaths and recovery, the rise of totalitarian states, and the Cold War. The last unit looks at the "World Today"--specifically Africa, the Middle East, Asia, Latin America, Europe, and the United States. The last chapter, called "A New Age of Exploration," discusses the new scientific revolution, resources for the future, and new patterns of culture.

Teaching Procedures

For each class period, students read a section of the text and answer a set of review questions to help them understand what they have read. After they read an entire chapter, they answer questions and participate in activities to help reinforce the information that they have learned. For example, they read a chapter summary, study a time line depicting how events discussed in the chapter are related in time, and answer four sets of questions. Answering the questions helps students consider historical issues, offer their interpretation of them, and relate past issues to present. An important feature is a section focusing on basic skills, such as classifying, comparing, map and graph reading, and researching and analyzing source material.

The teacher's edition provides in-depth answers to all questions posed in the student text. Information is also provided on illustrations.

Specific instructions and lesson plans are presented in the teacher's guide. The lesson plans list unfamiliar words, identify worksheets needed, suggest anecdotes to enhance the text, and describe a variety of learning strategies. The worksheets in the guide require students to analyze primary source material; interpret maps, graphs, or charts; and complete exercises. The guide also contains tests of objective and essay questions.

Evaluative Comments and Suggestions

World History: Patterns of Civilization offers a standard, chronological presentation of accurate information in a well-organized way. The organization of the text should make gaining mastery over the concepts presented easy. Chapter reviews and activities reinforce factual information, help students develop analytical and information-processing skills, and develop student understanding of the world. Accompanying pictures/ graphics help make the learning experience meaningful.

43. YOUNG AMERICAN CITIZEN, THE

Authors:	Albert Post and William Johnson
Publisher:	Sadlier-Oxford
Publication Date:	1983 (rev. ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 256 pp, $9.96 (also available paperbound, $7.47); teacher's guide, 128 pp, $4.50
Subject Area:	Civics, consumer education, legal education

Overview

The Young American Citizen focuses on learning that the authors believe is important if students are to be able to participate effectively in a democracy. Citizenship is presented "not as just a body of information to be absorbed, but as the process by which... citizens interact with the governmental, legal, and economic institutions..." The text is organized into 17 chapters, each of which can be taught in approximately one week of class time. The narrative is simple and straightforward and readability appears to fall in a range appropriate for average students in grades 7-9. A general approach for presenting chapters, suggested activities, and masters for student worksheets are provided in the teacher's guide.

Required or Suggested Time

The Young American Citizen is organized into 17 chapters, each requiring approximately one week to complete. Thus, the text is appropriate for one semester of instruction. Because the text's three units--one focusing on American government, one on law and the legal system, and one on consumer issues--cover reasonably discrete topics, it would be possible to teach six-week units featuring each of these themes.

Intended User Characteristics

The materials would be most effective with average and above readers in grades 7-9. As the writing style is simple and straightforward and the narrative full of interesting and meaningful examples, the text might be used with slower readers as well. The teacher's guide offers an approach to introducing chapters that should help improve the comprehension and reading skills of this audience. No special training is required of teachers.

Rationale and General Objectives

The main purpose of The Young American Citizen is to help the student become "a more intelligent voter, a better citizen under the law, and a wiser consumer." In order to achieve these broad goals, the authors suggest that it is necessary for students to get basic information about the political, legal, and economic systems. They need to learn to think critically "to avoid being easily led or deceived." They need to clarify their values by forming opinions on social issues, and they "need to understand why and how [they] reached [their] conclusions."

Content

The text is organized into three units. The first deals with government. Chapter 1 is essentially an overview chapter that outlines the need for government and the ideals and features of American democracy. Chapter 2 discusses rights and responsibilities. Subsequent chapters in the unit have to do with governmental structures--the legislative and executive branches of the national government and state and local govern-

Data sheet by Mary Jane Turner.

ment--and with the political and electoral process.

Chapters in the unit that focus on the law describe the American legal system. Much of this unit focuses on criminal and juvenile law. Here, as well as in the other two units, particular care is taken to show where and how individual citizens fit into the system.

The last unit deals with the economy and includes chapters on the general economic system, consumerism and money management, and issues relating to careers.

Teaching Procedures

The teacher's guide opens with an introduction to the program. This introduction describes not only a general approach for introducing, developing, and reviewing each chapter in a way that will help students master the content, but also suggestions for using resource persons, discussing citizen problems, conducting interviews and surveys, and adapting instruction for students of varying abilities. Also included is a bibliography of professional and student readings.

For each chapter, the guide provides learning objectives, teaching strategies, answers to "Thinking It Over" questions that follow each lesson throughout the book, and masters for worksheets that reinforce or extend chapter content. As "Thinking It Over" sections include a list of the basic terms that are defined in the text, the guide restates these essential definitions. The teaching strategies that accompany the chapters are really activity suggestions. For example, teachers are advised in chapter 4 to have students fill out a job application for the position of President, compose a schedule of appointments for the President, put together a bulletin board display of photographs and newspaper articles, hold a formal debate, put on a mock nominating convention, investigate functions of various Cabinet departments, and discuss the duties and responsibilities of the Vice-President. Some of these ideas--e.g., "put on a mock nominating convention"--would be difficult to do because no helpful hints or directions are provided. Because so many ideas are suggested, however, most teachers should be able to find enough suitable ones to enliven the course. In addition, each chapter in the student text is concluded with suggestions for student activities and a "how to" box providing directions for doing such things as visiting a courtroom, finding a lawyer, reading an ad, filing a complaint with a federal agency, writing for a job, and so on.

Evaluative Comments and Suggestions

This text takes a balanced and straightforward approach to the content that is included. It is written at a level and includes examples that should be interesting to the intended audience. The visuals portray women and blacks in nonstereotypic roles.

Unfortunately, the book is not very colorful although it does have ample captioned photographs, graphs, and tables, and the layout is attractive.

44. AMERICAN ADVENTURES

Authors:	Ira Peck, Steven Jantzen, and Daniel Rosen
Publisher:	Steck-Vaughn Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	8-12
Materials and Cost:	Text, hardbound, 752 pp, $16.50 (also available as 4 paperbound texts, 176 to 244 pp, $5.31); teacher's guide, paperbound, 240 pp, $7.68 (also available as 4 paperbound guides, 64 pp each, $7.68 each); 4 sets of 60 duplicating masters, $24.00 each
Subject Area:	U.S. history
Originally Reviewed:	Data Book, volume 6 (1981)

Overview

American Adventures is a basal U.S. history text for junior high students of average or mixed abilities or for high school students who are below-average readers. Available as a single hardbound text or as four softbound books, the materials emphasize short, easy-to-read chapters that are of high interest to the intended audience. Each chapter focuses on an important personality, event, or idea in U.S. history from the arrival of the first American Indians through the election of 1980. Teaching procedures for the chapters involve reading, review, open-ended discussion, and a wide variety of activities. The teacher's guide provides numerous aids, including lists of objectives for each chapter, ideas for approaching major themes or concepts presented in the chapter (e.g., role plays, debates, dramatizations), discussion questions, skill-building exercises, and additional background information. The activity sheets on duplicating masters reinforce the content presented in the text and provide opportunities for practicing social studies skills.

Major Revisions

The 1983 edition of American Adventures is the most minor of updates. The last several chapters of the text have been modestly revised to reflect such events as the results of the 1980 election, the approach of the bicentennial of the Constitution, and the economic slump of the early 1980s. Appended chronologies and statistical data have also been updated. Changes to the teacher's guide parallel these minor changes in the text.

Evaluative Comments and Suggestions

American Adventures is an excellent basal program in U.S. history for the intended audience. It is easy to read and interesting, and the activities are varied and encourage participation. While the content coverage in some areas may not be as extensive as in texts written for advanced students, social history is very well covered. While the coverage of the 1970s is excellent, one might have wished for a more thorough look at some of the emerging issues of the 1980s in this new edition.

Original data sheet by Judith E. Hedstrom; update by Laurel R. Singleton.

45. AMERICAN GOVERNMENT

Authors:	Armin Rosencranz and others
Publisher:	Holt, Rinehart and Winston
Publication Date:	1982 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Book, hardbound, 732 pp, $15.57; teacher's guide, 229 pp, $10.17; worksheets on duplicating masters, $46.17; tests on duplicating masters, $49.98
Subject Area:	U.S. government
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

American Government is a senior high school text designed for use in a full-year course. For shorter courses, the teacher's guide suggests omission of 14 of the text's 34 chapters. Unit titles indicate the topics covered in the text: "The Foundations of Government," "American Federalism at Work," "Political Participation and Influence," "Policy Arenas in America," "The Legislative Branch," "The Executive Branch" (three units), "The Judicial Branch," and "Civil Liberties and Civil Rights." A primary focus of the book is the use of statistics in understanding U.S. government. The detailed teacher's guide contains daily lesson plans as well as sections on skill development and mainstreaming. The worksheets help students develop social studies skills; the test program emphasizes recall of factual information.

Major Revisions

The 1982 edition of American Government is a minor update of the earlier version. The ample statistical material has been revised to reflect the 1980 census; political information and photos have also been updated. Profiles of a number of figures who have passed from the public eye have been replaced by profiles of current luminaries (e.g., Yvonne Braithwaite Burke replaced by Nancy Landon Kassebaum, Carol Tucker Foreman replaced by John R. Block).

The text has a new, more colorful cover design, and a few four-color photographs and illustrations have been added to the text's first unit. The bulk of the book is black and white with one-color accents.

Evaluative Comments and Suggestions

This text covers traditional U.S. government topics, with strong emphasis on the federal government and the use of statistics. Although quotes from notables and profiles of "People in Politics" are interspersed throughout the text to create interest, the text and suggested activities are rather unexciting.

Original data sheet by Anthony Codianni; update by Laurel R. Singleton.

46. AMERICAN GOVERNMENT

Authors:	Allan O. Kownslar and Terry L. Smart
Publisher:	McGraw-Hill Book Co. (Webster Division)
Publication Date:	1983 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Book, hardbound, 640 pp, $16.38; teacher's guide, paperbound, perforated and 3-hole-punched, 287 pp, $10.98
Subject Area:	U.S. government
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

American Government is a one-year text written for senior high school students of varying abilities. The authors' main objectives are to help students understand their government and realize their own part in it, encourage participation in the governmental system, and help develop reading, writing, and thinking skills. Written at the grade 9/10 level, the text's first nine units cover typical U.S. government topics in well-illustrated chapters of moderate length. The final two units examine "Forms of Government in Other Countries" and "Comparative Economic Systems." Teaching strategies for below-average, average, and above-average students are presented in the teacher's guide, which also includes black-line masters for student worksheets and tests.

Major Revisions

No major revisions have been made in the text, which has simply been updated to reflect the results of the 1980 election and changes in laws since the first edition of the book was published. The book is physically slightly smaller, so a smaller type size has been used to accommodate the material on the page. Readability should not be affected, however. The only change in the teacher's guide is the addition of suggestions for audiovisual programs to supplement some chapters.

Evaluative Comments and Suggestions

American Government remains a sound text for use in high school U.S. history courses. The comprehensive teacher's guide is an especially useful tool.

Original data sheet by William T. Cleveland and John Zola; update by Laurel R. Singleton.

47. CIVICS, CITIZENS, AND SOCIETY

Authors:	Allan O. Kownslar and Terry L. Smart
Publisher:	McGraw-Hill Book Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	9
Materials and Cost:	Text, hardbound, 576 pp, $14.97; teacher's guide, paperbound, 210 pp, $11.70; workbook, $3.90
Subject Area:	Civics, U.S. government
Originally Reviewed:	Data Book, vol. 6 (1981)

Overview

Civics, Citizens, and Society examines traditional civics topics for ninth-grade students of varying ability levels. The text's nine units focus on the evolution of government, Congress, the executive branch, the judicial branch, state and local government, the rights and duties of citizens, the political process, the operation of the legal and judicial systems, and the economic system. The authors have placed heavy emphasis upon acquisition of knowledge, study skills, and critical thinking skills. The teacher's resource guide accompanying the text contains complete lesson plans that include objectives; suggested activities for below-average, average, and above-average students; tests; answers for questions in the student text; and reproducible student activity sheets. Ample material is provided for a year's work.

Major Revisions

The major change in this edition of the text is addition of two special sections at the end of each of the text's 19 chapters. The first, "Your Government and Its History," provides a two-page discussion designed "to illustrate the historical development of, or historical explanation for," topics featured in that chapter. Example topics include laws in the American colonies, the Daniel Shays rebellion, immigration law, and predicting elections on the basis of polls. The second new feature is called "Developing Your Basic Civic Education Skills." These features provide opportunities for students to apply such skills as framing questions, distinguishing fact from opinion, and determining sequence and cause-effect, to important civic issues. For example, after completing a chapter on the executive departments, students take "A Closer Look at Bureaucracies," using their abilities to distinguish fact from opinion and think critically in analyzing satirical treatments of the workings of government. The skills section at the end of the chapter on civil law requires students to analyze conflicting viewpoints regarding television coverage of trials.

Other revisions in the text include updating to reflect the results of the 1980 election and other recent events and addition of suggestions for audio-visual materials to supplement the text.

Evaluative Comments and Suggestions

Civics, Citizens, and Society is a useful text for teachers who focus on knowledge acquisition and the development of study and analytical skills. The text systematically develops these areas and is exemplary in asking students to apply the knowledge and skills taught. Suggestions for using the community as a learning resource would be a welcome addition to the program.

Original data sheet by G. Dale Greenawald; update by Laurel R. Singleton.

48. CONSUMER ACTION

Authors:	John S. Morton and Ronald R. Rezny
Publisher:	Houghton Mifflin Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 542 pp, $11.88; teacher's guide, paperbound, 142 pp, $5.85; workbook, paperbound, $4.56; teacher's edition of workbook, paperbound, $5.01; 9 tests, 30 sets, $18.90
Subject Area:	Consumer education
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

Consumer Action is a secondary text designed to help students "develop the skills needed to survive and do well in the marketplace." It is written with the teenage consumer in mind, containing highly readable chapters that employ numerous case studies, interviews, and consumer problems. The text examines such topics as decision making, getting the most for your money, the marketplace, consumer fraud, credit, and purchasing. The text can be used in one- or two-semester courses in social studies, business education, or home economics. The teacher's guide provides objectives, background information, activities, and answers to text questions for every chapter. A student workbook and tests are also available.

Major Revisions

Changes to the text in this edition are substantial. An introduction explaining the goals, content, and format of the book has been added. The text now has eight units rather than six. The first includes chapters on decision making, setting goals, budgeting, and checking accounts (new). The second again focuses on the consumer and the marketplace, including an examination of consumer fraud and redress. The third unit draws together chapters on purchasing of food, clothing, medication, and professional services that were previously scattered throughout the book. Units on credit, buying a car, and housing are largely as presented in the previous edition. The seventh unit includes chapters on savings and life insurance from the previous edition, but also covers investing and health insurance. The final, completely new unit looks at the consumer and the U.S. economy. Topics covered are government taxing and spending, measuring of economic activity, and economic problems such as unemployment and inflation. Chapter reviews are a new feature.

The teacher's guide for this edition includes a more detailed introduction to the program, describing its components and a range of teaching methods. Time tables for using the text in one- and two-semester classes have also been added. Fifteen transparency masters illustrating various concepts have been added to the guide. The tests are now printed separately.

Evaluative Comments and Suggestions

This text should be appealing to secondary students of all ability levels, having a controlled reading level and using examples of high interest. The addition of the final unit that looks at the U.S. economy may make the book more attractive to social studies teachers who do not want to focus exclusively on consumer economics.

Original data sheet by Dorothy Lungmus; update by Laurel R. Singleton.

49. MAGRUDER'S AMERICAN GOVERNMENT, 1983

Author:	William A. McClenaghan
Publisher:	Allyn and Bacon, Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Text, hardbound, 654 pp, $15.36; teacher's guide, paperbound, 162 pp, $9.90; workbook, paperbound black-line masters, $41.25; tests, paperbound black-line masters, $41.25
Subject Area:	U.S. government
Originally Reviewed:	Data Book, vol. 6 (1981)

Overview

Magruder's American Government, 1983 has a much different appearance than former editions but is still characterized by its inclusion of up-to-date information about present developments and changes in the structure and processes of government. The one basic objective of the text is, as it has been since 1917, "to describe, analyze, and explain the American system of government" so that students will achieve the understandings necessary for citizens in a democratic society.

The teacher's guide, textbook, and workbook offer ample materials for a one-year course although suggestions for use in shorter courses are given. Magruder's can best be used by grade 11 and 12 students with average or above-average reading skills. Using the Fry graph, this analyst identified several passages in the text that are written at an 11th grade or higher readability level. Some background in political science would be helpful to teachers in explaining how the governmental structures described operate and interact in practice.

Major Revisions

Magruder's 1983 has the same seven-part organization as previous editions: "The Foundations of the American Governmental System," "The Unalienable Rights," "The Politics of American Democracy," "Congress: The First Branch," "The Executive Branch: The Presidency and the Bureaucracy," "The Federal Judiciary," and "State and Local Governments." However, the text has a markedly different appearance, having far more color illustrations, a more open format, and 160 fewer pages. Substantial rewriting was required to achieve this new look.

This edition of the teacher's guide includes additional activity suggestions, as well as a new feature entitled "Micro-Computer Application." Two programs, one designed to show several measures of central tendency and one to show relationships, are outlined and linked to particular portions of the text that present data that students can analyze. The workbook also presents two skeleton programs that will work on any computer using BASIC.

Evaluative Comments and Suggestions

In many ways, Magruder's is one of the most valuable texts on the market because it contains accurate, up-to-date, factual information. However, unless the teacher is willing and able to assist students in analyzing what they have read, they may become bored and disinterested. Magruder's offers little that contributes to an understanding of why things work as they do, what may be the consequences of specific governmental actions, or how to effect change.

Original data sheet and update by Mary Jane Turner.

50. OUR AMERICAN HERITAGE

Authors:	Herbert J. Bass, George A. Billias, and Emma Jones Lapsansky
Publisher:	Silver Burdett Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 776 pp, $15.75; teacher's guide, paperbound, 224 pp, $6.90
Subject Area:	U.S. history
Originally Reviewed:	Data Book, volume 5 (1980)

Overview

Our American Heritage is designed for use as the basis of a yearlong senior high school course in U.S. history. The text is organized chronologically, with each period being examined in light of a particular theme; example themes are mobility, immigration, and reform. Events of the 18th and 19th centuries are given extensive coverage; the 20th century is treated less extensively. A number of special features, such as "Inventions That Changed the Face of America," enliven the text and help focus attention on the lives of everyday Americans. The teacher's guide provides daily lesson plans, suggests supplementary resources, and includes masters for unit tests having both objective and essay questions.

Major Revisions

The bulk of this text remains unchanged from the 1979 edition, but the final unit has been updated to reflect political developments in the 1980s. Teaching material is now provided in a teacher's guide rather than a teacher's edition; the information presented is largely unchanged, however.

Evaluative Comments and Suggestions

The combined chronological/thematic approach used in the text provides flexibility, as do the varied activities suggested in the excellent teacher's guide. Many activities are especially suitable for students who need extra challenges. Our American Heritage is very similar to America and Americans written by Bass, Billias, and Lapsansky (see volume 8 of the Data Book) and appears to have been expanded to create that two-volume set.

Original data sheet by Dorothy Lungmus; update by Laurel R. Singleton.

51. PEOPLE AND OUR COUNTRY

Authors:	Norman K. Risjord and Terry L. Haywoode
Publisher:	Holt, Rinehart and Winston
Publication Date:	1982 (2nd ed.)
Grade Level:	11
Materials and Cost:	Text, hardbound, 864 pp, $16.98; teacher's guide, paperbound, 300 pp, $18.18; workbook, paperbound, $3.18; tests on duplicating masters, $36.78 (also available are 5 regional guides; contact publisher for information)
Subject Area:	U.S. history
Originally Reviewed:	Data Book, volume 4 (1979)

Overview

People and Our Country is a one-year U.S. history text written for high school students of varying abilities. The authors' major objectives are to (1) give students an understanding and appreciation of American history so they will be able to participate effectively as citizens and (2) help them develop reading, geography, and critical thinking skills. The chronological narrative is well illustrated with full-color photographs, maps, and other illustrations. Special features include "Sidenotes to History," which focus on information about some famous and some lesser-known Americans, and "Viewpoints of History," which contain primary and secondary source material regarding various issues. The major teaching strategies are small- and large-group discussions and activities based on textbook readings. A teacher's guide, workbook, tests on duplicating masters, and regional guides complement the text.

Major Revisions

This text retains its seven-unit, 34-chapter organization. Little rewriting has been done, but the text has been modestly edited to improve readability: sentences have been shortened, as have paragraphs; unclear sentences have been clarified; and some difficult words have been replaced. The editors have also made minor deletions throughout. The unit introductions and reviews have been redesigned and written. A brief description of the Reagan administration has been added to the last chapter. New features in the front and back matter include new maps, a pictorial chart of U.S. presidents, facts about our country, a gazetteer, and a glossary. New supplements include regional guides (Eastern, Midwest, Atlantic, Western, and Pacific) that provide information relevant to the history of each region. New local history activities in the unit reviews complement these guides.

Evaluative Comments and Suggestions

Distinguishing characteristics of People and Our Country are its emphasis on map skills and the regional guides provided with the text. The text narrative and teaching activities are in the traditional U.S. history mode.

Original data sheet by Regina McCormick; update by Laurel R. Singleton.

52. PSYCHOLOGY: ITS PRINCIPLES AND APPLICATIONS

Authors:	T. L. Engle and Louis Snellgrove
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1984 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Text, hardbound, 501 pp, $14.55; teacher's guide, paperbound, $4.80; student handbook, paperbound, $2.70; tests, $1.80
Subject Area:	Psychology
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

Psychology: Its Principles and Applications is designed to provide 11th- and 12th-grade students with a broad general view of psychology. Intended as the basis for a yearlong or semester course, the text includes seven units: "Introduction," "Human Growth and Development," "Understanding Human Behavior," "Learning and Thinking," "Perception, Emotions, and Motives," "Conflicts and Adjustments," and "Social Behavior." Teaching aids include end-of-chapter material in the student text, a teacher's guide with tests and activities, and a student handbook.

Major Revisions

Major revisions in the text are concentrated in three places: the first, introductory chapter, which has been rewritten to provide a brief history of psychology as well as an overview of the field today; the chapters on motivation and emotion, which have been combined into one chapter that includes all the original material; and a new chapter on coping with stress. The appendix has been expanded to include all major statistical techniques rather than just correlation.

Changes to all the chapters include revision of their introductions to include learning objectives, addition of a chapter summary and new end-of-chapter activities and suggested readings, addition of review questions, and addition of two new features--one on psychological research, the other on careers in psychology.

Evaluative Comments and Suggestions

In revising Psychology: Its Principles and Applications, now in its eighth edition, the authors have been responsive to teacher needs. The resulting text is one that should be easy for teachers to use and interesting for students to learn from.

Original data sheet by Frances Haley; update by Laurel R. Singleton.

53. RISE OF THE AMERICAN NATION: LIBERTY EDITION

Authors:	Lewis Paul Todd and Merle Curti
Publisher:	Harcourt Brace Jovanovich
Publication Date:	1982 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 896 pp, $16.65; teacher's guide, paperbound, 678 pp, $21.00; workbook, paperbound, $4.50; teacher's edition of workbook, paperbound, $6.60; tests, paperbound, $3.00 (text also available in 2 volumes; contact publisher for information)
Subject Area:	U.S. history
Originally Reviewed:	Data Book, vol. 2 (1978)

Overview

The authors of Rise of the American Nation, a secondary U.S. history text, view the teaching of history as having two purposes: "(1) to inculcate in our youth a sense of our past and an understanding of the democratic ideals on which our political, economic, and social development have been based; [and] (2) to provide students with a framework within which they can develop the skills of critical thinking, problem solving, and decision making . . ." To meet those goals, the text provides a broad, comprehensive history of the United States, organized chronologically but also including a number of thematic chapters. American documents, special features, and an extensive appendix of data on the United States are included. The teacher's guide is an excellent resource, providing detailed lesson plans that incorporate a variety of inductive and deductive teaching strategies, bibliographies for each chapter, and black-line masters for four worksheets for each chapter (these also appear in the workbook). Although designed primarily for use in a yearlong course, the text can be used in other formats as well; details are provided in the teacher's guide.

The two-volume version of the text, which was not reviewed, includes more source material.

Major Revisions

The bulk of the text's material is organized as it was in the previous edition. Eleven units provide coverage of events from the beginnings of human life in North America to World War II; some rearranging of chapters and rewriting of narrative has been done, but coverage remains substantially as it was in the previous edition. The major change is in the portion of the text given to events since World War II. Previously dealt with in one unit of five chapters, this period now has two units of seven chapters devoted to it, allowing greater and more up-to-date coverage of recent domestic and foreign developments.

Chapter summaries have been added to the end-of-chapter material that also includes skill and knowledge questions often requiring higher level thought. Also new are photo essays on such topics as agriculture and transportation and features that present drawings and explanations of technological developments at different periods of history.

Evaluative Comments and Suggestions

Widely regarded as the best-selling U.S. history text for high school students, Rise of the American Nation: Liberty Edition should remain popular because of its broad coverage and and the range of teaching strategies provided.

Original data sheet by Diana Beer; update by Laurel R. Singleton.

54. SOCIOLOGY: UNDERSTANDING SOCIETY

Authors:	Peter I. Rose, Penina M. Glazer, and Myron Glazer
Publisher:	Prentice-Hall, Inc.
Publication Date:	1984 (rev. ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 480 pp, $13.95; teacher's guide, paperbound, $24.00
Subject Area:	Sociology
Originally Reviewed:	Data Book, vol. 4 (1979)

Overview

Sociology: Understanding Society is a flexible senior high text that can be used in sociology or social problems courses lasting from a quarter to a year. The purpose of the text, which is written at a tenth-grade reading level, is to provide "a lively, interesting, and challenging introduction to the ways sociologists investigate, describe, and analyze social life." Topics covered include social structure, social institutions, socialization, continuity and change, social problems, and the research process. The teacher's guide contains comprehensive lesson plans, teaching suggestions keyed to ability levels, skill worksheets, and tests.

Major Revisions

While the 1984 edition of Sociology has the same purpose as its predecessor and contains much material from the earlier edition, revisions are major. The text now contains six units and an appendix instead of five units. The first unit, an introduction to study of society and culture, has been shortened, with a chapter on "Roles, Relationships, and Groups" going into the new second unit on "Social Structure." The chapter on "Social Stratification" is also included in this unit. A former chapter on social institutions has been expanded into a three-chapter unit covering the family, religion and education, and government and economic systems. Units again focus on socialization and continuity and change, although both have been shortened. The unit formerly called "Problems of Social Mobility" is now called "Social Problems" and covers minorities and discrimination, poverty, crime, and problems of mass society. The unit on the research process is now an appendix.

Less significant changes have been made to the text's format (now two-column and more colorfully illustrated) and features (key terms and bibliographies have been added to chapter review sections).

Evaluative Comments and Suggestions

Sociology: Understanding Society is a flexible text, offering teachers a range of teaching activities and detailed guidance on their use. The topics covered, interesting writing style, and use of case studies should promote student interest.

Original data sheet by Kenneth A. Switzer; update by Laurel R. Singleton.

55. UNITED STATES, THE: A HISTORY OF THE REPUBLIC

Authors:	James West Davidson and Mark H. Lytle
Publisher:	Prentice-Hall, Inc.
Publication Date:	1984 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 832 pp, $16.98; teacher's edition, hardbound, 954 pp, $22.50; teacher's resource handbook, 416 pp, $36.00; test bank, 1900 items, $99.00; computerized testing service, free
Subject Area:	U.S. history
Originally Reviewed:	Data Book, vol. 7 (1982)

Overview

The United States: A History of the Republic is a one-year basal U.S. history textbook for use in grades 9-12. The text contains a chronological narrative that the authors believe will acquaint students with our nation's past experiences and prepare them to face the future. Students are expected to read and discuss the text and participate in many classroom activities. Interspersed throughout the text are numerous illustrations, vignettes, profiles, and primary source documents, including speeches, diary excerpts, and letters. The teacher's resource handbook contains objectives, vocabulary, specific activity suggestions keyed to ability level, and worksheets for each chapter section, as well as a complete testing program. The teacher's edition consists of the complete student text and an answer key to all questions in the text. Custom-made tests can be ordered from the publisher's computerized testing service.

Major Revisions

Changes to this edition of the student text are confined to the latter half of the final unit. Chapter 39, which previously covered events from 1969 to 1980, now covers the period 1969-1976. Chapter 40, a new addition, looks in some detail at the Carter and Reagan administrations; issues of the 1980s--science and technology and energy--are also examined. The final chapter again looks to the future of the nation. A chronology of developments in politics and government, exploration and innovation, society and economics, and culture and religion has been added to the material appended to the text.

A new component of this edition is the 1900-item test bank, from which teachers can create tests meeting their classes' needs. Both objective and essay questions are included; similarly, knowledge and skills are both covered.

Evaluative Comments and Suggestions

The United States: A History of the Republic is a traditional U.S. history text in terms of both content and suggested teaching strategies. Skill development lessons in the text and detailed teaching procedures--many involving development of data-gathering, analysis, and evaluation skills--should be particularly attractive to teachers concerned with development of social studies skills. The presentation of information on recent history is commendably up to date.

Original data sheet by Regina McCormick; update by Laurel R. Singleton.

56. WE, THE AMERICAN WOMEN: A DOCUMENTARY HISTORY

Authors:	Beth Millstein Kava and Jeanne Bodin
Publisher:	Science Research Associates, Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	11-12
Materials and Cost:	Text, paperbound, 363 pp, $8.95; teacher's guide, paperbound, $2.50; workbook, paperbound, $24.95
Subject Area:	U.S. history, women's studies
Originally Reviewed:	Data Book, volume 4 (1979)

Overview

We, The American Women presents a chronological account of the role of women in U.S. history. Designed for use as the basis of a semester-long women's studies course or as a supplement to traditional U.S. history courses, the book emphasizes the historical, political, social, and economic concerns of women. Narrative and such primary source materials as letters, newspaper articles, and excerpts from books and court cases are included in all of the text's 13 chapters, each of which focuses on a particular historical period. While pointing out the contributions of "famous" women, the text also emphasizes the role and status of the "average" American woman. The accompanying teacher's guide provides a list of aims and objectives, questions for discussion, suggested projects, and an annotated bibliography. The workbook contains a variety of paper-and-pencil activities that develop social studies skills and clarify and enrich what is presented in the text.

Major Revisions

The major revision of this text is the addition of a new chapter covering women in the United States today. Titled "Toward the Year 2000," this chapter covers such topics as politics and government; the ongoing issues of the ERA, abortion, and the draft; issues related to family and society, such as child care, divorce, alternative lifestyles, and aging; minority women; and women in education, sports, and the media. The primary source materials presented in this chapter include a series of charts and graphs presenting data on women in the work force, excerpts from the 1980 Democratic and Republican party platforms, a letter from the mother of a blended family, two papers on minority women's needs, the views of two teenage girls on being a young woman in the 1980s, and the National Women's Agenda.

The bibliography in the student text has also been updated, with a section corresponding to the new text chapter and new resources related to the topics of other chapters being added.

Evaluative Comments and Suggestions

This text should be interesting to senior high school students, particularly because of the extensive use of primary source materials. The variable reading level of the text probably makes it most appropriate for students with above-average reading skills.

Original data sheet by June E. Ramos; update by Laurel R. Singleton.

57. WORLD GEOGRAPHY

Developer:	Educational Challenges, Inc.
Publisher:	D.C. Heath and Co.
Publication Date:	1983 (rev. ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 512 pp, $15.60; teacher's annotated edition, hardbound, 585 pp, $17.19; workbook, paperbound, 114 pp, $4.35; teacher's edition of workbook, paperbound, 112 pp, $5.40; tests and outline maps, 73 duplicating masters, $26.40
Subject Area:	World geography
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

World Geography is designed for a yearlong secondary course although it can also be adapted for use in a shorter course. Written at a grade 7 reading level (according to the Fry graph), the text aims to help students "learn to use some of a geographer's tools...[and] look at the world from at least three different points of view... from space, from the air, and from the ground." The text's first unit introduces physical features of the earth while the second unit looks at the relationship of people and their environment through an examination of such concepts as land use, economic development, and population distribution. The last and most extensive unit applies the concepts introduced in the previous units to study of eight geographic regions. Special features include cartoons, career information, map and skill workshops, and chapter reviews.

Major Revisions

This is one of the most heavily revised texts included in this section of the Data Book. While this edition retains the same purpose, format, and basic organization of the previous edition, much rewriting has been done, and within units the order of some chapters has been changed. Additional map and skill workshops have been added.

The teacher's edition also has significant changes. Nine black-line masters of outline maps of world regions have been added. Affective objectives have been deleted from the chapter plans, as have the activity suggestions. Discussion questions have been added as on-page annotations in the student text reproduced in the teacher's edition.

Evaluative Comments and Suggestions

World Geography is an easy-to-read and well-illustrated basic geography text. Use of numerous Landsat images is an attractive feature. The deletion of activity suggestions from this version of the teacher's edition makes it a less comprehensive aid. Teachers will have to spend more time planning lessons if they wish to use other than a read-and-discuss approach.

Original data sheet by Judith E. Hedstrom; update by Laurel R. Singleton.

58. WORLD GEOGRAPHY, REVISED

Author:	Herbert H. Gross
Publisher:	Follett Publishing Co.
Available From:	Allyn and Bacon
Publication Date:	1983 (rev. ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 544 pp, $15.27; teacher's annotated edition, hardbound, 608 pp, $20.31
Subject Area:	World geography
Originally Reviewed:	Data Book, vol. 6 (1981)

Overview

World Geography is a one-year textbook for use in grades 7-12. The author believes that geographic education has a dual value. It can help students strengthen their base of factual information and develop the skills necessary to build on that base. Gross therefore wrote the text World Geography to introduce students to the physical and human world around them and to help students develop the map and globe and reading and thinking skills necessary to examine that world. The textbook has two major parts. Part 1 introduces physical geography and discusses how people use the physical environment. In Part 2, students study the geography of various world regions: Europe and the Soviet Union; Asia; Australia and Oceania; North Africa and the Middle East; sub-Saharan Africa; Latin America; and the United States and Canada. The teacher's annotated edition contains specific directions for each lesson. Major teaching strategies are reading, discussion, and class activities (debates, art projects, etc.).

Major Revisions

A new feature in this edition of World Geography is a second end-of-lesson section supplementing the fact-checking questions in the first edition. Called "Working with Ideas," the section includes questions designed to require students to use higher level thinking skills. For example, in a lesson on physical features of Europe, questions in this section are: "How have Europe's physical features contributed to its cultural diversity? Most of Europe was once united politically under the Roman Empire. What are the drawbacks to a united Europe today? What are the advantages?"

Other revisions are minor and include updating of data (e.g., on population, literacy rates, income) and the teacher's bibliography.

Evaluative Comments and Suggestions

This text's easy-to-read, well-illustrated presentation should enhance students' enjoyment of learning both physical and cultural geography.

Original data sheet by Regina McCormick; update by Laurel R. Singleton.

59. WORLD HISTORY, A: THE HUMAN PANORAMA

Authors:	Bertram L. Linder, Edwin Selzer, and Barry M. Berk
Publisher:	Science Research Associates, Inc.
Publication Date:	1983 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 772 pp, $16.50; teacher's guide, paperbound, 94 pp, $3.00; workbook, paperbound, 127 pp, $35.00 (package of 10)
Subject Area:	World history
Originally Reviewed:	Data Book, vol. 5 (1980)

Overview

A World History: The Human Panorama is a high school text organized by five broad chronological periods of world history. Within each period, major themes (e.g., law, power, nationalism) are examined. Because the text is organized thematically and chronologically, students can identify recurring patterns in history while focusing on events and trends representative of a particular historical period. One distinguishing feature of the book is the emphasis on how events affected the common people of each period as well as the famous and powerful. Extensive use of period art and architecture, selections from literature, poetry, and music, and excerpts from such source documents as letters, diaries, and speeches also emphasize human themes. Activities in the text and workbook stress social studies and reading skills. The teacher's guide provides an introduction to the course, objectives for each text section, sample lesson plans, a limited number of suggested activities, bibliographies related to use of literature and art in teaching world history, and answers to questions presented in the text.

Major Revisions

The major revisions in this edition of A World History include substantial reorganization and rewriting in the portion of the text dealing with the theme of power (a 40-page section) and addition of a new section dealing with recent events. Titled "Global Shifts in Economic and Political Power," this new section covers the recent boom in the Japanese economy, terrorism, the Iranian revolution, the invasion of Afghanistan, the Polish labor movement, the independence of Zimbabwe, the last African colony of Namibia, Central American power struggles, Northern Ireland, and the war in the Falkland Islands. Other sections of the text remain substantially unchaged, as does the teacher's guide. Two new activities have been added to the workbook.

Evaluative Comments and Suggestions

The text's ninth-grade reading level and extensive use of source material should make it interesting and accessible to high school students of all ability levels. The combined thematic/chronological presentation provides flexibility to teachers using varied approaches. Teachers who use the text will have to devote considerable time to planning daily lessons, as the rather brief teacher's guide does not provide that level of detailed support.

Original data sheet by Diana Beer; update by Laurel R. Singleton.

ANALYSES OF TEACHER RESOURCE MATERIALS

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60. CARING: ACTIVITIES TO TEACH THE YOUNG CHILD TO CARE FOR OTHERS

Authors:	Thomas D. Yawkey and Kenneth C. Jones
Publisher:	Prentice-Hall, Inc.
Publication Date:	1982
Grade Level:	Early childhood-4
Materials and Cost:	Book, paperbound, 223 pp, $8.95
Subject Area:	Affective education

The authors of this book believe that parents and teachers must be concerned with the total development of the child--in the motor, cognitive, and affective domains. An important part of that total development in their view is development of the ability to care about other "people, objects, and nature." For parents and teachers who share this view, they provide literally hundreds of activities to help young children develop their self-esteem, empathy for others, and the ability to communicate that empathy.

The book's first six sections are each devoted to a "component" of caring: learning to care and communicate caring feelings; nurturing the social, physical, and effecting selves; role taking (with friends, family, and school groups); consideration (understanding the effects of behavior on others), human differences, and the needs of others; expectations and self-confidence; self and self-esteem. The next two sections deal with what the authors call "caring in action": helping children deal with new roles in single-parent families and helping children understand and care for disabled friends.

Each of these eight sections opens with an introduction to the topic, followed by numerous sample activities and tips for parents and teachers. In using the activities, the adult is cautioned to take the role of a participant or friend rather than a teacher. Adults are also reminded of the importance of modeling caring behavior while using the activities and in day-to-day routines.

The activities are varied. Most can be used by either parents or teachers with individual children, small groups, or an entire class; those in the section on single-parent families are most appropriate for home use. Some of the activities are designed for the parent or teacher to complete alone, to help them clarify their own feelings or reason through their ways of dealing with children. Activities suitable for use in art, language arts, physical education, and social studies classes are included. Some of the activities deal with topics that parents and teachers may feel uncomfortable talking about (sexual feelings, body image), but the range of activities presented is so wide that anyone should find ample material of interest.

The final section of the book is a list of resources, categorized according to the components of caring around which the chapters are organized. While not annotated, the bibliography is quite extensive. (LS)

61. CARTOONS AND COMICS IN THE CLASSROOM

Editor:	James L. Thomas
Publisher:	Libraries Unlimited
Publication Date:	1983
Grade Level:	K-12
Materials and Cost:	Book, hardbound, 181 pp, $18.50
Subject Area:	Language arts, social studies

This book is a collection of 32 brief, previously published articles on the use of cartoons and comics as a motivating medium and as a means of studying contemporary lifestyles, myths, and values. Articles in the book's first section examine reasons for using cartoons and comics in the curriculum, trace the ways in which cartoons have changed in recent years, and provide guidelines for determining the instructional appropriateness of a comic or cartoon.

Articles in the remaining four sections answer the questions of where, how, when, and with whom cartoons/comics should be used. Answers to the question "Where?" range from Latin class to political science to the junior high school library. One article in this section focuses on the use of political cartoons as teaching devices while another describes a U.S. history unit in which eighth-graders created their own comic books on the causes of the American Revolution.

Articles in the "How?" and "When?" chapters focus on ways to use comics/cartoons in instruction, many aimed at developing reading skills, but others applicable in social studies as well. Suggested, for example, are analyses of comics/cartoons for the following purposes: (1) as a starting point in learning about occupations, (2) to identify problems of daily life and develop possible solutions, and (3) as the basis for a discussion on violence in modern society.

The final chapter presents a series of articles on the use of cartoons/comics with special learners, including reluctant readers, deaf students, and students with learning disabilities. An annotated bibliography and the code of the Comics Magazine Association of America are appended. (LS)

62. CHOICES: A UNIT ON CONFLICT AND NUCLEAR WAR

Developers:	Union of Concerned Scientists, Massachusetts Teachers Association, and National Education Association
Publisher:	NEA Professional Library
Publication Date:	1983
Grade Level:	7-9
Materials and Cost:	Book, paperbound, 144 pp, $9.95 (also available from EDRS, ED 229 313, MF-$0.97 plus postage)
Subject Area:	Nuclear education

In light of studies indicating that concern about nuclear war is growing among young people, the developers of this unit for junior high school students have sought to provide materials that will help students "understand the power of nuclear weapons, the consequences of their use, and most importantly, the options available to resolve conflicts among nations by means other than nuclear war." The unit addresses conflict on the personal as well as national level so that students can "analyze their own behavior and understand the importance of communicating, negotiating, and dealing with aggression through nonviolent means."

The unit includes ten lessons that can require anywhere from two to four weeks of class time to complete. Each lesson is presented in five parts: a lesson capsule briefly describing the lesson, purposes, list of materials needed, a step-by-step description of the lesson, and teacher's notes. Black-line masters for student handouts follow each lesson.

Specific topics covered in the lessons include the effects of the atomic bomb on Hiroshima; the dynamics of personal conflict; communication, negotiation, and conflict resolution; the characteristics, growth, and effects of nuclear weapons; the nuclear arms race; U.S. foreign policy and national security goals; Soviet-U.S. relations; methods for averting nuclear war; how opinions toward conflict and war develop; and the use of imagination in creating future options. The lessons involve students in a range of activities: reading, conducting demonstrations, participating in simulations and role plays, completing worksheets, case study analysis, brainstorming, and research.

Appendices to the unit provide a list of resources, extensive background information, teacher and student glossaries, forms for student and teacher evaluations, and a sample letter to parents.

The unit's combination of high interest and a great deal of information makes it suitable for use not only with the intended audience of junior high school students, but also with senior high students. (LS)

63. CUSTODY: A MOCK TRIAL and DELINQUENCY: A MOCK TRIAL

Author:	Robert J. Rader
Publisher:	Law Instructor Publications
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	2 books, paperbound, 28 pp each, $15.85 each
Subject Area:	Legal education

The author of these guides believes that "Mock trials are excellent vehicles to illustrate the law involved in a specific case while they allow the student to develop some basic skills in critical thinking and reasoning, communication and observation, decision-making and problem solving." Each guide thus provides material for students and teachers to use in staging a mock trial.

Custody: A Mock Trial presents a case in which a mother left her three children and later sought custody when her personal situation improved, a la "Kramer vs. Kramer." Students assume the roles of the judge, jury, attorneys, parents, parents' new spouses, children, social workers, clergy, and others. The focus of Delinquency: A Mock Trial is a case in which a teenage girl died of exposure after attending a party at which marijuana and alcohol were made available to minors; the host is charged with manslaughter and contributing to the delinquency of a minor. Students again assume a variety of roles in enacting the case.

Each guide provides a list of the mock trial's objectives, general instructions for teachers, a general information section for students, detailed role profiles for participants, model speeches for use in certain parts of the trial, excerpts of applicable laws, copies of legal forms, and suggestions for debriefing. Although the materials presented will be helpful, more guidance on procedures, particularly what students should do during the preparation phase, would be helpful. More extensive suggestions for debriefing would also be of use. (LS)

64. DAY OF DIALOGUE, A: PLANNING AND CURRICULUM RESOURCE GUIDE

Publisher:	Educators for Social Responsibility
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	Book, paperbound, $12.00 (also available from EDRS, ED 227 006, MF-$0.97 plus postage)
Subject Area:	Nuclear education

Teachers and parents of elementary and secondary students can use this guide to educate young people about issues related to war and peace. The guide has three major parts. The first discusses implementing a "day of dialogue," during which issues related to nuclear war are examined. Included are tips on how to organize, meet resistance, and mobilize support; sample letters to parents and faculty members; publicity flyers; brief reading selections that provide background information on nuclear weapons and warfare; and study questions and reading lists.

The second part suggests learning activities organized by grade level (K-3, 4-6, 7-12). The activities are varied; for example, students read and discuss books, conduct role plays, tell stories, participate in debates, write poetry, and listen to speakers.

The final section of the guide is an annotated bibliography for students and teachers. (RM)

65. ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS

Editors:	Andrew T. Nappi and Anthony F. Suglia
Publisher:	Joint Council on Economic Education
Publication Date:	1983
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 139 pp, $2.25 (also available from EDRS, ED 218 184, MF-$0.97 plus postage)
Subject Area:	Economics

This book, the 20th in a series, presents winning entries in the National Awards Program for the Teaching of Economics. The book is divided into five chapters, four according to grade level (primary, intermediate, junior high, and senior high) and an open category for projects that encompass the school; this category was open to administrators, curriculum coordinators, guidance counselors, librarians, and supervisors.

Each chapter contains four fairly detailed project descriptions and a list of "Good Ideas in Brief." The major activities described in the primary-level chapter describe economic units emphasizing concrete experiences for students; these range from field trips to a simulated bank to using community resources and presenting a play on the local economy. The winning intermediate-level projects were all fifth-grade units. One involved a historical analysis of the use of productive resources while a second was a multidisciplinary study of international trade. The other winning units at this level involved students' creating a country and studying economic interdependence.

The four projects described in the junior high school section are diverse. An eighth-grade unit focuses on lifestyles in U.S. history. The second article presents a world trade economic simulation game, while the third describes a videotape program on basic economic concepts. The last article in the section describes application of a

money system in the classroom. The first article in the senior high section describes a unit developed to stimulate students to examine capitalism from many viewpoints. The second presents a role play designed to look at economic costs related to energy issues. The third winning unit was a study of entrepreneurship, and the fourth used utopian literature to teach economics.

Described in the final chapter are a media center project, a K-12 curriculum guide, a staff development effort, and a curriculum development/dissemination project. (LS)

66. ENVIRONMENTAL EDUCATION: A MANUAL FOR ELEMENTARY EDUCATORS

Authors:	Barbara Robinson and Evelyn Wolfson
Publisher:	Teachers College Press
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 220 pp, $15.95
Subject Area:	Environmental education

This guide to developing a nine-session environmental education training course for teachers and youth leaders is also a valuable resource for individual elementary teachers who wish to help children "understand and respect the environment and be aware of their relationship to it." The guide's nine chapters, corresponding to the nine training sessions, all contain background information on important environmental concepts as well as numerous teaching activities.

Chapter titles are "Orientation to Environmental Education Training," "Basic Ecology," "Site Evaluation," "Teaching Environmental Education," "Field Trips Workshop," "Nature and Ecology Workshops," "Enrichment Ideas Workshop," "Environmental Issues," and "Evaluation and Summary."

The suggested activities are varied. For example, among the more than 40 ideas presented in the "Environmental Issues" chapter are researching a local environmental issue, conducting an environmental attitudes survey or an environmental auction, measuring the amount of water wasted by a dripping faucet, and studying land use on the school grounds.

Useful appendices to the guide include lists of environmental information sources; environmental education sources, including bibliographies, activity guides, and curriculum materials: and tips for organizing and conducting a training course. (LS)

67. EXTREMIST GROUPS IN THE UNITED STATES: A CURRICULUM GUIDE

Publisher:	Anti-Defamation League of B'nai B'rith
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 325 pp, $10.00 (also available from EDRS, ED 220 397, MF-$0.97 plus postage)
Subject Area:	Current events, multiethnic education, political science

The introduction to this curriculum guide provides a rationale for teaching secondary students about extremist groups; that rationale is summarized in this description of the purpose of the curriculum: "to help educate young people to the dangers posed by extremist groups, to aid them to learn the dire consequences of racism and totalitarianism, and to arm them with the skills and knowledge they need to reject the appeals of those who would destroy our freedoms and our democratic society."

To achieve that purpose, the guide presents 14 lessons divided into three parts. In its nine lessons, part 1, "Bigotry and Violence--The Hate Groups of the Extreme Right" covers such topics as the nature of hate groups, prejudice, the myth of white supremacy, scapegoating, the Ku Klux Klan, and the neo-Nazis. Part 2, "Anti-Americanism and Totalitarianism--the Marxist-Leninist Groups of the Extreme Left," presents four lessons focusing on the nature of leftist extremist groups, the characteristics of leftist totalitarian regimes, terrorism, and commonalities of extremist groups whether to the right or left of the political spectrum. This section is not as strong as the first for two reasons: (1) rather than focusing specifically on groups within the United States, it deals with a loosely defined international movement and (2) it presents a rather unidimensional view of the situation in Israel and the Middle East. The final section focuses on how a democratic society can cope with extremist groups within the framework of constitutional rights guaranteed to all.

The lessons require from two to five class periods each to complete. They can be used with secondary students--most suitably senior high school students--as the basis for a unit on extremist groups or to supplement a range of courses--U.S. history, sociology, political science, problems of democracy, etc. For each lesson, the guide provides a general student aim, instructional objectives, steps in using the lesson, follow-up activities, and student readings. The lessons involve reading and discussion, with suggested follow-up activities focusing on the use of audiovisuals. The student readings are varied; they include statements from extremist groups (teachers are cautioned to use these readings with the entire class, not as individual assignments), stories, worksheets, newspaper articles, and narrative.

An annotated bibliography concludes the guide. (LS)

68. FASTBACK SERIES

Publisher:	Phi Delta Kappa
Publication Date:	Continuous
Grade Level:	K-college
Materials and Cost:	8 booklets per series, 2 series per year, paperbound, 32 to 48 pp, $4.00 for series or $0.75 for each booklet (also available from EDRS, MF-$0.97 plus postage per booklet)
Subject Area:	Economics, social studies

The Fastback Series consists of 16 titles per year, eight published in the spring and eight in the fall. The series is designed to keep educators "informed and up-to-date on current issues and promising teaching practices." Topics thus vary widely, covering the spectrum from early childhood education to the education of older adults.

Each series generally includes at least one title having direct application to social studies instruction. The fall 1982 series, which was available for this review, included two titles of particular interest to social studies teachers. Using the Census as a Creative Teaching Resources (ED 223 502), by Sandra M. Long, is based on the premise that demographic information collected by the Census Bureau can help students understand many aspects of the quality of life in the United States. The first of the book's six chapters discusses the role that the Census Bureau plays in our lives, examining uses of census data. Chapters 2-6 present different types of demographic information, along with activities and discussion questions that junior and senior high school teachers can use in introducing these data to their classes. Types of data presented include data concerning family structure, education, work and income, and health and nutrition. The appendix lists additional resources.

The second social-studies-related book is Economic Education Across the Curriculum (ED 223 503), by Mark C. Schug. The book discusses what economics education is, why its study is important, and how it can be integrated into the K-12 curriculum. Teaching approaches are also covered; among those discussed are use of the local community as a learning resource, simulation games, videotapes/films and television, and microcomputers. Criteria that educators can use to assess materials sponsored by corporations, banks, government agencies, public utilities, trade associations, and labor unions are presented. The appendix lists economic education organizations and selected teaching materials.

Other titles in the fall 1982 series were Beyond Schooling: Education in a Broader Context, New Audiences for Teacher Education, Microcomputers in the Classroom, Supervision Made Simple, Educating Older People: Another View of Mainstreaming, and School Public Relations: Communicating to the Community. Contact the publisher for a complete list of new titles and the backlist of titles still available. (RM/LS)

69. GAMES FOR TEACHING WORLD HISTORY

Author:	Marvin Scott
Publisher:	J. Weston Walch
Publication Date:	1983
Grade Level:	10-12
Materials and Cost:	Book, spiralbound, 93 pp, $15.00
Subject Area:	World history

This resource presents numerous activities that the author, an experienced teacher, has used in his own world history courses. The author believes these activities, which are not all games but all do stress active student involvement, generate considerable excitement and learning in the classroom. The activities cover a range of topics from prehistory to the Vietnam War.

The first chapter does not provide any games, but presents a number of ideas for helping students explore archaeology. Presented in the subsequent five chapters are "The Feudalism Game," "The Parliament Game," "The Peace Conference Game," and a number of games for teaching students about military campaigns from 900 A.D. to World War II. A model United Nations activity and a game called "Insurgency: Vietnam" follow.

Instructions for three other involvement activities--not games--are also detailed. These are debates, mock trials, and team learning projects. The final two chapters present suggestions for designing games and a list of resources.

The author describes the games and activities as he has used them in his 20 years of teaching. While Scott's first-person style is engaging, more information--including objectives--would be helpful in some chapters. Black-line masters for a number of supportive handouts are provided. (LS)

70. GLOBAL 2000 COUNTDOWN KIT

Developer:	Earth People Associates
Publisher:	Zero Population Growth, Inc.
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	Folder containing 8-pp teacher's guide and 15 4-pp student readings, $15.00
Subject Area:	Population education, science, social studies

This unique resource package is based on the Global 2000 Report to the President, a 1980 volume which analyzed data and future trends related to 14 different topics. The publishers of this package "felt that release of this document [the Global 2000 Report] provided an opportunity to help students understand the importance of paying attention to population-related issues and becoming involved in action to protect our planet."

The package contains an introductory student reading followed by 14 units, each focusing on one of the 14 topics covered in the Global 2000 Report. These topics are population, income, food, fisheries, forests, water, nonfuel minerals, energy, impacts on agriculture, impacts on water resources, impacts on forest losses, impacts on the world's atmosphere and climate, nuclear energy, and species extinction.

Each unit is provided on a four-page student handout that opens with a narrative describing the primary issue covered. This narrative is followed by an activity or problem that students complete, usually within the classroom or school library. The final section of each unit suggests specific ways students can "make a difference" through family, school, and community action programs designed to effect change. To illustrate, consider the unit, "Roll on Mighty River," which focuses on water resources. Students first read a one-page description of water shortages in the western United States. They then participate in a simulated lawsuit involving international water rights. Finally, students read about ways to conserve water and conduct a water audit of their home or school.

The units can be used by small groups or the entire class, independently or under the teacher's supervision. The units can be used together or separately. A useful aid presented in the teacher's guide is a large chart giving, for each unit, a brief description of the activity in the unit, learning objectives, skills developed, curriculum areas in which the unit can be used, and tips for the teacher regarding materials, preparation, or assistance needed.

A glossary and a model for developing relationships among the various topics are also provided. (LS/KC)

71. HELPING CHILDREN CHOOSE: RESOURCES, STRATEGIES, AND ACTIVITIES FOR TEACHERS OF YOUNG CHILDREN

Authors:	George Schuncke and Suzanne Krogh
Publisher:	Good Year Books/Scott, Foresman and Co.
Publication Date:	1983
Grade Level:	K-3
Materials and Cost:	Book, paperbound, 160 pp, $10.95
Subject Area:	Social studies (skill development), values education

Concerned with students' abilities to make rational decisions on the basis of more than immediate concerns, the authors of this book provide teachers with techniques and materials to help young children develop three components of social decision making--reasoning, perspective-taking, and valuing. Using the research of Piaget, Kohlberg, Damon, and Selman and their own research with children in classrooms, Schuncke and Krogh have carefully designed their materials to be appropriate to children's developmental levels and to meet three criteria for effectiveness with elementary school children: they are concrete, they have personal significance to the children, and they involve children actively in the learning process.

The book's first chapter provides an overview of the technique recommended by the authors. This technique involves use of decision stories--open-ended stories requiring conflict resolution for completion--in a three-step process. The three steps are the warm-up or introduction, the action period consisting of either a role play or structured discussion, and the debriefing. The second and third chapters expand upon the techniques of role playing and structured discussion, providing detailed ideas for introducing the decision stories, conducting the role play and/or discussion, and debriefing.

The fourth chapter presents 34 class-tested stories for use in the classroom. A chart at the beginning of the chapter indicates the issues raised and grade level for each story. The issues reflect the values that interviews with young children indicated were important to them; the issues are telling the truth, obeying people in authority, obeying rules, respecting other people's property, sharing, keeping promises, and honoring friendships. Although the main audience for the stories is students in grades K-3, students in grades 4-6 could also use a number of the stories. Provided with each story are ideas for the warm-up phase of the activity, questions for use in the debriefing, and pictures that can be duplicated and used in the charting of alternatives and consequences that occurs in structured discussions. The fifth chapter presents tips for teachers who want to develop their own decision stories.

The final chapter presents a brief review of the research on which the book is based. The work of Piaget, Kohlberg, Damon, and Selman is covered. An annotated bibliography related to this research concludes the book. (LS)

72. INTERCHANGE

Editors:	Elaine M. Murphy and Patricia Cancellier
Publisher:	Population Reference Bureau, Inc.
Publication Date:	Continuous
Grade Level:	K-12
Materials and Cost:	Newsletter, quarterly, 4 to 6 pp, free for one year; $6.00 per year after the first year.
Subject Area:	Population education, social studies

Interchange is designed to "further the goal of infusing population materials into U.S. schools by: (1) presenting information on population-related issues; (2) distributing classroom materials; (3) reviewing developments in the field of population education." To that end, the editors select topics and materials useful in a wide range of classes--current events, sociology, global studies, future studies, history, and general social studies.

Unlike many newsletters, Interchange presents numerous practical materials that can be used by teachers. For example, a recent issue, entitled "Teacher's Guide to the Future," opened with an introductory article on futures education and its relationship to population education. This was followed by a list of resources on future studies, suggestions for using brainstorming techniques in examining issues of the future, and two masters for student activity sheets related to future issues. Also included was an article entitled "Fifty Heady Questions Bound to Stimulate Future Thinking"; examples of "heady" questions are "What color would your dream about the future be? Why?", "What will be the most popular recreational sport in 1995?", and "Why are your parents looking forward to their future?" Suggestions for using the questions are also presented.

Each year, two issues of Interchange are accompanied by teaching materials. For example, a recent issue focusing on the global environment was accompanied by a 12-page reading entitled "The Environment to Come: A Global Summary." The reading can stand alone or be used as reference material, but the newsletter also provided a number of activities that can be used to build upon the reading. A list of teacher resources and a brief article about economic development efforts in the Third World were also included.

Other recent issues have focused on such topics as teaching about immigration issues, the census, and aging in America. Back issues are available for a nominal fee; contact the publisher for information. (LS)

73. INTERNATIONAL HUMAN RIGHTS, SOCIETY, AND THE SCHOOLS

Editors:	Margaret Stimman Branson and Judith Torney-Purta
Publisher:	National Council for the Social Studies
Publication Date:	1982
Grade Level:	K-adult
Materials and Cost:	Book, paperbound, 125 pp, $7.25 (also available from EDRS, ED 222 431, MF-$0.97 plus postage)
Subject Area:	Global issues, social studies

The foreword to this bulletin states that "the most important contribution that social studies educators can make to promoting international human rights is to help create conditions in social and political institutions that promote equity and human rights and that help students to see how their own human rights are inextricably bound up in the human rights of other peoples throughout the world." The selections in the bulletin therefore touch upon "teaching about international human rights and protecting the rights of students."

The editors begin the book with a description of three approaches to human rights education--the national, the comparative, and the international--and a rationale for incorporating study of human rights in the curriculum. The first chapter of the bulletin follows this introduction with answers to 15 often-asked questions about human rights (e.g., "What are human rights--and what are they not? Why have human rights become a central issue for all humankind?").

The second chapter examines how study of human rights can link what are now competing forces in social studies education: global education, citizenship education, and education for cultural pluralism. The third paper reviews research in four areas having implications for designing effective human rights programs; these areas are citizenship education, international and global orientations, social cognition, and classroom climate and student participation.

The next three chapters present ideas for teaching about human rights in elementary and middle schools, secondary schools, and colleges and universities. The final section of the bulletin is an annotated listing of books about human rights suitable for readers from age 5 to adulthood. Appended to the bulletin are the Universal Declaration of Human Rights, the Declaration of the Rights of the Child, and excerpts from UNESCO's recommendations regarding education for international understanding, cooperation, and peace and education relating to human rights and fundamental freedoms. (LS)

74. LAW IN U.S. HISTORY: A TEACHER RESOURCE MANUAL

Editor:	Melinda R. Smith
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/Social Science Education
Publication Date:	1983
Grade Level:	8-12
Materials and Cost:	Book, spiralbound, 240 pp, $18.95
Subject Area:	Legal education, U.S. history

The editor of this volume, who is the director of the New Mexico Law-Related Education Project, views laws as "integral to the study of U.S. history" for two reasons. First, "a recognition of the vital constitutional issues of different periods in history brings with it an understanding of the social, political, and economic forces which shaped those periods." Second, law-related issues and themes can serve as "a unifying thread" that links history to people's lives.

The more than 35 activities presented in the book provide a means for examining such law-related themes as the dynamics of conflict between the needs of society at large and individual liberties, the influence of social and economic conditions on judicial decision making, and the Constitution as an instrument of governance. The activities are organized into four sections roughly corresponding to the chronological periods covered in most U.S. history courses: colonial period through revolution, growth of a new nation, Civil War through industrialization, and the modern era.

The activities are presented in a uniform format. Each begins with a brief introduction followed by a list of objectives for the activity. A recommended grade level is given (either eighth, eleventh, or both), and the time and material needed to complete the activity are suggested. Finally, step-by-step instructions for using the activity are provided. Black-line masters for student handouts follow these instructions.

The activities stress active student involvement in the learning process. Among the strategies used are opinion polls and surveys, simulations, case studies, mock trials, appellate court simulations, the adversary model, and learning stations. For example, the lessons for the colonial period through the Revolutionary War involve students in a learning stations activity regarding religious freedom, a mock trial of the case of Sarah Good, a case study analysis concerning freedom of the press, a discussion of letters between John and Abigail Adams regarding the rights of women, a scripted role play regarding colonial opinion immediately before the Revolution, and a simulation of the drafting of the Declaration of Independence.

This useful collection ends with an annotated bibliography of related resources in the ERIC data base. (LS)

75. LEARNING TO CARE: CLASSROOM ACTIVITIES FOR SOCIAL AND AFFECTIVE DEVELOPMENT

Authors:	Norma Deitch Feshbach and others
Publisher:	Scott, Foresman and Co.
Publication Date:	1983
Grade Level:	2-6
Materials and Cost:	Book, paperbound, 76 pp, $9.95
Subject Area:	Affective education

One of several new books aiming to help teachers enhance early elementary students' empathy and social development, Learning to Care is designed to bridge research findings and classroom needs. Based on five years of work at UCLA, the book presents 44 activities that can be used in a long-term program to develop social skills or on a day-by-day basis for solving students' interpersonal problems (e.g., name-calling, not listening). Instructions for using the activities in both ways are given in the book's introduction, along with a rationale for the program and a brief description of the supporting research.

The introduction is followed by presentation of the activities. Five types of information are provided for each: (1) student processes and learning objectives, (2) relationship of the activity to the development of the three components of empathy--recognition and discrimination of feeling, perspective and role taking, and emotional responsiveness, (3) materials needed, (4) procedure, and (5) special hints for the teacher. Black-line masters for student handouts are also provided.

The activities are sequenced to balance content and skills, and to move from easiest to hardest. The activities are varied, ranging from the very familiar (playing telephone, making a collage of emotions, reading stories) to more unusual (taking a "camera walk," taping voices reflecting various emotions, picking a present for group members). Role playing is used frequently.

The teacher is advised to clear use of the program with the principal or supervisor and to carefully consider how to report on the program to parents. No ideas for communicating with parents are provided, however. (LS)

76. LIVING TOGETHER UNDER THE LAW

Author:	Arlene Gallagher
Publisher:	New York State Bar Association
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	Book, paperbound, 84 pp, $4.00 each for 1-9 copies, $3.00 each for 10 or more copies
Subject Area:	Legal education

This guide for use by elementary teachers is based on the tenet that "even very young children can understand the nature and function of rules and laws, if legal concepts are introduced in a way that is relevant to their lives."

The guide is organized around ten themes, which the author recommends be taught in sequence over the course of the school year. Example themes are "Rules and laws are essential and play an important role in our lives" and "Different people in different settings enforce rules and laws in different ways."

For each theme, the guide provides six teaching aids. The first is a list of competencies to be gained by students. These competencies are divided into concepts, understandings, and key skills. Next, one or more motivating activities are presented, followed by several learning activities. The activities are varied and include case study analysis, role plays, simulations, analysis of cartoons that illustrate the guide, and discussions.

The fourth aid describes ways in which study of the law can be correlated with other areas of the curriculum, most often social studies but sometimes language arts as well.

The final two aids for each theme are unique features of the guide. The first relates the particular theme to children's literature. Three relevant titles appropriate for primary grades and three for intermediate grades are annotated for each theme, and specific suggestions for using some books are given. The final section for each theme focuses on how that theme can be applied to self-governance. The author recommends that these activities be used only by teachers who "assume a democratic attitude toward students, encouraging them to make decisions in areas where they are qualified to do so." (LS)

77. MULTIETHNIC CURRICULUM FOR SPECIAL EDUCATION STUDENTS, A

Authors:	Susan H. Kamp and Philip C. Chinn
Publisher:	Council for Exceptional Children
Publication Date:	1982
Grade Level:	4-6
Materials and Cost:	Book, paperbound, 64 pp, $7.50
Subject Area:	Multiethnic education

Approximately one-third of the special education population in American schools is composed of ethnic minority students. This curriculum is designed to meet the need for materials that will help these students understand their own ethnic heritage and that of their classmates. The guide opens with definitions of culture, ethnicity, multicultural education, multiethnic education, and ethnic studies to help the teacher put the ideas presented in perspective.

The curriculum itself consists of five units, each focusing on a particular topic important in understanding ethnicity: identity, communication, lifestyles, immigration and migration, and prejudice and discrimination. For each unit, the guide presents teaching concepts, desired outcomes, three to five sample activities, and a list of audiovisual materials that could be used to supplement the unit.

The sample activities focus on the experiences and perspectives of five groups: American Indians, Asian-Americans, black Americans, Mexican Americans, and Puerto Ricans. For each activity, the guide provides background, a list of materials and objectives, the teaching time, procedures, and black-line masters for any needed student handouts. Many of the activities were adapted from materials developed with Title IX (ESEA) funding. The adaptations are designed to meet the needs of certain types of special education students; activities are concrete and varied, ideas are continually reinforced, and written materials are designed to be of high interest, succinct, and simple.

The curriculum is not designed for use with students having sensory impairments (e.g., visual impairments, hearing impairments), but it will be useful to teachers of the learning disabled and educable mentally retarded. Many of the activities could also be used with nondisabled students. (LS)

78. NUCLEAR AGE, THE: A CURRICULUM GUIDE FOR SECONDARY STUDENTS

Publisher:	Ground Zero
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Book, unbound, 3-hole-punched, 60 pp, $2.50
Subject Area:	Nuclear education

Ground Zero is a national organization dedicated to "educating the American people about the threat of nuclear war and involving them in the effort to prevent it." Thus, its curriculum guide has a definite point of view. Nevertheless, the guide provides much factual information that will be useful to any teacher interested in nuclear education.

The guide is presented in five "lessons" that provide an overview of issues related to nuclear weaponry and war. Topics of the lessons are: (1) the history of nuclear weapons and how they differ from conventional weapons, (2) the U.S./U.S.S.R. arms race, (3) status of nuclear weapons today, (4) the effects of nuclear war, and (5) what can be done to prevent nuclear war.

Each lesson has four sections. First is an outline of content that could serve as the basis for a lecture. This outline is supplemented by a section of quotations from other sources and such support material as graphs and charts. Discussion questions are provided for each lesson.

The guide concludes with a list of suggested student activities, a bibliography, and a glossary.

While the lessons leave much to be desired in terms of structure and activities, a great deal of content is presented and therein lies the guide's strength. (LS)

79. OPEN MINDS TO EQUALITY

Authors:	Nancy Schniedewind and Ellen Davidson
Publisher:	Prentice-Hall, Inc.
Publication Date:	1983
Grade Level:	K-8
Materials and Cost:	Book, paperbound, 287 pp, $16.95
Subject Area:	Affective education, language arts, multiethnic education, nonsexist education, social studies

Subtitled A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity, this excellent resource is designed to help students "expand their understanding of what is and isn't fair in our society and develop productive strategies for change." At the same time, the authors hope to "generate more equality among students" by making students and teachers aware of unintentional academic and interpersonal discriminatory practices in the classroom and giving them the skills needed to modify such practices.

To help teachers feel comfortable with these dual purposes, the book's first chapter focuses on "Recognizing Roadblocks to Equality," describing the egalitarian classroom, examining forms of bias that are prevalent in our society and in schools (racism, sexism, classism, agism, and competitive individualism), and presenting suggestions for

integrating activities from the book into various areas of the curriculum. A further aid is the chart appended to the book; this chart indicates content area, skill area, and grade level for each activity.

The remaining nine chapters of the book present more than 100 activities intended to promote both cognitive and affective learning. While teachers can select activities from these chapters on the basis of interest/need and the classes in which they wish to integrate equity lessons (e.g., language arts, social studies, mathematics), the authors advise working through the chapters in order, as they have been carefully sequenced to help students "progress developmentally and sequentially in their understanding of inequities and in their ability to foster equality."

The first two chapters of activities are designed to develop a supportive atmosphere and skills of cooperative group work, which the authors regard as prerequisites for dealing with equity issues. The next three sections contain lessons that present information about other ways of living, prejudice, stereotypes, and discrimination. Activities in the following two chapters encourage students to apply what they have learned to their own families, school, and community. The final two chapters present activities that give students ways to foster equality or work to change unequal situations.

Each activity opens with objectives, followed by lists of materials needed, instructions for use, discussion questions, suggestions for follow-up, and masters for student handouts when appropriate. The activities are highly varied, with role playing, brainstorming, reading, discussion, and demonstration among the teaching strategies used. All are keyed to one or more curricular areas. Boxed information and cartoons interspersed throughout the activities provide additional helpful information for teachers.

An extensive, briefly annotated bibliography of materials for teachers and students concludes the book. (LS)

80. PLANNING A SOCIAL STUDIES PROGRAM: ACTIVITIES, GUIDELINES, AND RESOURCES

Editor:	James E. Davis
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/Social Science Education
Publication Date:	1983 (rev. ed.)
Grade Level:	K-12
Materials and Cost:	Book, 3-hole-punched and cellphane wrapped, 284 pp, $14.50 (also available from EDRS, ED 227 051, MF-$0.97)
Subject Area:	Social studies

This revised and expanded guide is designed to take users through the entire process of planning a social studies program. The book opens with a paper describing six problems for social studies educators in the 1980s. The paper, developed by SSEC's Project SPAN (Social Studies Priorities, Practices, and Needs), focuses on problems in the areas of student learning, the culture of the school, teaching practices, the curriculum, the profession, and public support, and is presented as background reading for planners.

A 12-step model for curriculum planning is then described. The steps are planning to plan (making preliminary decisions about the group's task and the product to be developed), deciding on a rationale, selecting goals and objectives (from previously prepared lists of objectives), modifying objectives to fit local needs, mapping the present curriculum, determining the scope of the new program, choosing content, identifying and selecting materials, tying program objectives to text objectives, planning for program evaluation, installing and maintaining the program, and modifying the program.

The following sections present activities for planning groups to work through at each of the 12 steps. Along with background information for group leaders and step-by-step instructions for using the activities, the guide presents numerous useful handouts. These include such items as detailed lists of objectives, sample formats for presenting objectives, lists of action verbs for use in writing objectives, forms for use in mapping the current curriculum and planning the content of the new program, instruments for evaluating curriculum materials, and tips for avoiding pitfalls in introducing new materials in schools.

Also useful are the resources at the end of the guide: an annotated listing of related resources in the ERIC system, sample formats for scope-and-sequence statements, lists of sources of instructional objectives and of social studies materials, and a paper on use of evaluation as an instructional tool. (LS)

81. PROMOTING MORAL GROWTH: FROM PIAGET TO KOHLBERG

Authors:	Joseph Reimer, Diana Pritchard Paolitto, and Richard H. Hersh
Publisher:	Longman, Inc.
Publication Date:	1983 (2nd ed.)
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 303 pp, $11.95
Subject Area:	Values education

Promoting Moral Growth: From Piaget to Kohlberg relates psychological theory, namely Kohlberg's theory of moral development, to educational practice. Written for teachers, the book is divided into two major parts--one focusing on theory, the other on practice.

The first part of the book has four chapters. The first provides an "Introduction to Moral Development," presenting a number of classroom episodes that demonstrate the moral dimension "inherent in both the process and content of schooling" and the limits of values clarification. This chapter also briefly explains Kohlberg's approach to moral development. Chapters 2, 3, and 4 introduce Kohlberg's theory in some detail, starting with an overview of Piaget's work on cognitive development, which provides the conceptual foundations for Kohlberg's research. Following is an examination of Kohlberg's work and the six stages of moral development he has described. Questions raised by students in the authors' classes on moral development are then examined. Examples include: "By saying that some people develop to 'higher' stages than others, isn't Kohlberg claiming that they are better than other people? Isn't that an elitist theory?" and "What does Kohlberg see as the implications of his theory of moral development for moral education?"

The first chapter in the portion of the book related to practice focuses on the teacher's role in moral education, which the authors indicate is threefold: (1) to create cognitive conflict, (2) to stimulate social perspective taking, and (3) to set in motion certain patterns of social interaction. To help teachers meet these goals, the chapter provides techniques that will aid teachers in developing moral awareness, asking skillful questions, and creating a classroom atmosphere conducive to moral development. Excerpts from class dialogue, teachers' journals, and curriculum materials are used frequently to illustrate points about implementing developmental moral education.

The second chapter in this section looks at ways to integrate moral development theory into the curriculum development process. Steps in planning a moral development curriculum are presented, and the use of literature, history, and classroom life as vehicles for moral development instruction are discussed.

The final chapter describes applications of Kohlberg's work beyond the classroom. Several "Just-Community Approaches" to moral development in the school are described.

This book would be useful both in preservice teacher education classes and to inservice teachers interested in the classroom application of Kohlberg's theory. (LS)

82. SEX EQUITY HANDBOOK FOR SCHOOLS

Authors:	Myra Pollack Sadker and David Miller Sadker
Publisher:	Longman, Inc.
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 341 pp, $17.95
Subject Area:	Affective education, nonsexist education, social studies

The Sex Equity Handbook for Schools "provides an overview of the critical areas of sex equity in schools, as well as practical strategies for the elimination of sex bias in education." The authors, drawing on ten years of research and development by themselves and others, write from the perspective that sex stereotyping harms boys and men as well as girls and women.

The first chapter focuses on the "Cost of Sex Bias in Schools," presenting research findings related to academic achievement, psychological and physical development, and careers and family relationships. Recent changes are also documented. Chapter 2 provides an overview of "Sexism in Education" and introduces Title IX and its requirements.

The third chapter examines forms of sex bias that are found in instructional materials and strategies for counteracting such bias. Chapter 4 focuses on sex bias in teacher expectations and interactions with male and female students. Included in Chapters 2, 3, and 4 are many exercises to help teachers assess their understanding of the topics covered.

The fifth and longest chapter presents guidelines for nonsexist teaching followed by 17 lesson plans dealing with sex equity issues (family roles, effects of stereotyping, sexist language, careers, etc.), suggestions for language arts and social studies projects, and seven values clarification activities. Five additional lesson plans focusing on the male sex-role stereotype are provided in Chapter 6, "The Two-Edged Sword: Men as Victims." The suggested activities use a variety of instructional strategies and are appropriate for a range of grade levels and curricular areas.

This excellent handbook concludes with an extensive listing of resources related to sex equity in schools. (LS)

83. TEACHING ABOUT CONFLICT: NORTHERN IRELAND

Author:	Jacquelyn S. Johnson
Publisher:	Center for Teaching International Relations
Publication Date:	1983
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 149 pp, $14.95
Subject Area:	Area studies, global issues, social studies

Part of CTIR's Cultural Study Series, this book of activities is designed to stimulate students to examine such issues as human rights, violence, civil unrest, terrorism, and hatred in the context of the "seemingly unresolvable conflict in Northern Ireland." The activities are intended to supplement such courses as world history, world cultures, anthropology, sociology, and psychology.

The book opens with a brief history of the conflict in Northern Ireland. This introduction is followed by 13 activities. Topics covered include stereotypes about Ireland, Irish links to America, demographics in Northern Ireland, the role of propaganda in the conflict, and terrorism. Important social studies skills are developed in several activities--map reading, interpretation of data, analyzing political cartoons.

For each activity, the book provides a one-paragraph introduction, objectives, grade level, time required, materials needed, step-by-step procedures, and black-line masters for student handouts. The activities employ a variety of teaching strategies, including discussions, student research, worksheets, small-group work, and role play.

The book also includes a list of resources, recipes for Irish dishes, and descriptions of Irish games.

Because so few teaching resources on the Irish conflict exist, this one should be particularly valuable to secondary teachers. (LS)

84. TEACHING AMERICAN HISTORY: NEW DIRECTIONS

Editor:	Matthew T. Downey
Publisher:	National Council for the Social Studies
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 122 pp, $7.25 (also available from EDRS, ED 218 206, MF-$0.97)
Subject Area:	U.S. history

Downey characterizes the past 15 years as a period of "rapid development and redefinition of the field of social history," citing a number of new directions in the field. This bulletin is designed to bring these new directions to the attention of secondary school history teachers. The bulletin's five chapters summarize and draw implications for teachers from research in five areas: women's history, family history, social history, labor history, and Native American history. Each chapter also includes a bibliography of additional resources for teachers and practical teaching suggestions.

The chapter on women's history opens with a brief discussion of the complex questions involved in interpreting women's history. It then discusses recent studies related to women in three periods of U.S. history: colonial and revolutionary period, 19th century, and 20th century. The teaching suggestions involve students in writing and comparing their own obituary and that of a woman chosen from a census of the 1880s, exploring an "attic trunk" from the 1920s, analyzing data about women in the labor force, and debating the Equal Rights Amendment.

The chapter on family history describes the traditional model of American family history and then presents revisions/extensions of the model based on recent research on family structure, stability, and relations with the outside world. Activities suggested are having students research their family histories, examine the family in such literary works as Arthur Miller's "Death of a Salesman," and consider how black families have dealt with problems forced upon them by society.

The third chapter focuses on the broader area of social history, opening with a general discussion of the nature of social history and why studying it is important. The teaching section describes the Project on Social History materials developed at Carnegie Mellon University. Two sample lessons from the materials are presented; these require students to read and discuss primary source materials concerning child rearing in colonial America and Europe and analyze a case study concerning retirement.

The penultimate chapter focuses on three new directions in labor history: study of the nature of work and the workplace, study of the forms and logic of working class organizations, and study of the impact of the worker's presence on U.S. history. In the suggested activities, students read and discuss accounts of the shoe-making industry at different historical periods, analyze data concerning changes in working life, and gather information on labor unions in their community.

The concluding chapter focuses on Native American history. After examining reasons why writing of Native American history has been "bedeviled by false images, cultural clashes, and academic contrasts," the chapter examines important questions relating to Native American history and presents three guidelines for future work in the field: (1) inter- and intra-tribal issues must be analyzed in addition to Indian-White relations; (2) Indian-White relations must be open to new interpretations; (3) oral and written tribal history must be acknowledged as valid sources of Native American views." Three units developed by the Newberry Library Center for American Indians are described. (LS/RM)

85. TEACHING ECONOMICS: CONTENT AND STRATEGIES

Authors:	Ronald A. Banaszak and Dennis C. Brennan
Publisher:	Addison-Wesley Publishing Co.
Publication Date:	1983
Grade Level:	7-12
Materials and Cost:	Book, paperbound, 252 pp, $10.00
Subject Area:	Economics

The authors of this teacher resource hold that economic education is an important step in achieving the goal of an economically literate society. While they believe that economic content is already an integral part of the curriculum, they also believe that teachers are not

adequately prepared to develop students' understanding of economic concepts and issues. Teaching Economics: Content and Strategies is therefore "designed to help both preservice and inservice teachers better understand our economic system and to show how they may teach about that system in their courses."

To that end, the authors present nine chapters, each divided into three parts. The first presents a discussion of economic content in easy-to-understand expository prose. Content was selected not to cover "macro- and microeconomics" but to provide a fundamental understanding of our economy. Chapter titles suggest the content covered: "The Economic Problem," "What Makes a Market Economy Special?," "Economic Decision-Making," "Households and Business Interacting: A Circular Flow," "Economic Growth and Stability," "Money and Financial Institutions," "Government in the Economy," "The Case Studies Approach to Teaching Economics," and "United States in the World: International Economics."

The second part of each chapter presents a teaching technique that can be used in economic education. These discussions will be particularly helpful for preservice teachers, but will also be useful refreshers for practicing teachers. The teaching methods presented are discussion, role playing, simulation/gaming, use of community resources, teaching concepts, teaching interpretation of pictorial and graphic representations, valuing, case studies, and evaluation.

The final section of each chapter presents one or more lessons applying the teaching strategy presented in that chapter to the content explained.

To illustrate, consider the first chapter, which opens with an eight-page introduction to economics. The section defines an economic system, examines three basic questions facing any economic system ("What goods and services will be produced? How will these goods and services be produced? Who will receive the goods and services which are produced?"), discusses the character of productive resources, and describes three types of economic systems (traditional, command, and market). A one-page summary of this content is followed by five-plus pages on conducting discussions. These pages examine the purpose of discussions, provide tips for conducting good discussions, and describe principles of question construction. A detailed two-day lesson plan that uses discussion to develop understanding of scarcity is then presented. A list of nine references on conducting discussions and two handouts for the lesson conclude the chapter. This structure is typical of all the chapters, although some include more than one lesson plan. The handouts in the book have an average reading level of grade 8.

Two aids that will help make this excellent resource even more useful are a matrix showing how the books can be correlated with nine major social studies methods texts and an appendix presenting outlines or timetables for four ways the book can be used in inservice programs. (LS)

86. TIPS FOR SOCIAL STUDIES TEACHERS: ACTIVITIES FROM ERIC

Editor:	Laurel R. Singleton
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/Social Science Education
Publication Date:	1982
Grade Level:	K-8
Materials and Cost:	Book, paperbound, 192 pp, $10.95 (also available from EDRS, ED 227 025, MF-$0.97 plus postage)
Subject Area:	Social studies

This book presents a range of teaching activities, many drawn from resources in the ERIC data base, for use by social studies teachers in grades K-8. The activities presented are action-oriented, designed to stimulate student interest and participation while conveying important social studies content and skills. Most can be completed in one class period, so they can be used by substitutes who may not be in the same class the following day.

The activities are organized into six categories that cut across the areas typically covered in the elementary and middle school curriculum. The first section focuses on developing social studies skills. The six activities in this section focus on the skills of observation, communication, questioning and listening, using a time line, making decisions, and working cooperatively in a group.

The second section contains activities designed to help students understand themselves and others. Topics covered include how people are alike and different, getting along with siblings, group problem solving, diversity, stereotyping, and sex equity. Citizenship is the subject of the third group of activities, which examine such issues as the need for rules, fairness of rules, how rules are made, how laws change in response to changing values and needs, and the need for clarity in developing rules and laws.

The six activities in the fourth section on geography cover landforms, use of symbols and scale, relative location, land use, and energy. History is the topic of the fifth section. Specific issues covered are developing an historical sense, children's lives on the American frontier, women's suffrage, and immigration. The final section covers such global issues as cause and effect, the relationship of class members to other nations, folk wisdom around the world, the declaration of children's rights, maldistribution of resources, and conflict resolution.

The activities presented are varied. A number are presented in a game format, and many involve small-group work. Others involve students in building models, completing worksheets, large-group discussions, card sorts, and mapping. (RM)

87. UPDATE ON LAW-RELATED EDUCATION

Editor:	Charles White
Publisher:	American Bar Association
Publication Date:	Continuous
Grade Level:	K-12
Materials and Cost:	Journal, 3 issues/year, $7.50 for 1 year, $13.00 for 2 years, $18.00 for 3 years (back issues, $2.50 each)
Subject Area:	Legal education

Update on Law-Related Education is a resource for elementary and secondary teachers who teach about the law. Although each of its three issues per year includes one or two articles providing teaching strategies, the bulk of each issue is devoted to in-depth coverage of legal issues related to a particular theme. Also included are reviews of LRE materials and briefings on recent Supreme Court decisions.

To illustrate, consider a recent issue on law and creativity. This issue contained articles on patent law, piracy, classroom strategies to help students understand how "invisible property" can be owned, copyright issues related to home videotaping and parody, landmark-preservation legislation, libel of real people "disguised" as characters in fictional works, and Supreme Court decisions. Also included were reviews, a series of brief items that might be called legal "outtakes," cartoons, and numerous related short articles.

Other recent issues of Update have focused on such topics as punishment, privacy, women and the law, family law, justice, and sports and the law. Teachers who are hesitant about teaching legal content because they feel they lack the necessary background will find the in-depth information most helpful.

Other periodicals from ABA include LRE Project Exchange, LRE Report, and Passport to Legal Understanding. LRE Project Exchange covers topics of particular interest to LRE projects but also contains information useful to teachers. A recent issue, for example, focused on mock trials. LRE Report is a newsletter containing items about new materials and activities nationwide. Both LRE Report and LRE Project Exchange are published three times annually and are available free of charge. Passport to Legal Understanding, also free but published only twice yearly, informs readers of the latest developments in adult education about the law. (LS)

88. USING ECONOMICS IN SOCIAL STUDIES METHODS COURSES

Coordinator:	Dennis J. Weidenaar
Publisher:	Joint Council on Economic Education
Publication Date:	1982
Grade Level:	13-16
Materials and Cost:	Book, paperbound, 135 pp, $6.00 (also available from EDRS, ED 227 046, MF-$0.97 plus postage)
Subject Area:	Economics, social studies teacher education

Part of the Master Curriculum Guide in Economics for the Nation's Schools (see volumes 3, 4, 6, and 7 of the Data Book for reviews of earlier volumes), this resource is designed "to help methods and economics educators teach pedagogical techniques with the use of economics concepts." To that end, the developers have compiled economics activities that demonstrate the teaching strategies generally covered in social studies methods courses: concept learning, inquiry, skills learning, and valuing.

A section of the book is devoted to each of the four strategies. Each section opens with a brief (one- to five-page) overview of the particular approach to teaching/learning embodied in the activities that follow. The sections contain from seven (values analysis) to fourteen (skills learning) activities each. For each activity, the book presents the appropriate grade level/type of unit in which the activity can be used, the economic concepts addressed, student objectives, materials needed, and step-by-step procedures. Black-line masters for student handouts are provided when needed.

The activities present the range of concepts specified in JCEE's Framework for Teaching Economics. For example, the activities in the inquiry section develop the concepts of division of labor, productivity, barter and money exchange, human resources, decision making, diminishing marginal returns, supply and demand, inflation, and comparative economic development.

In addition to being useful demonstration lessons for methods courses, the activities could easily and profitably be used by inservice teachers as well. (LS)

89. USING MICROCOMPUTERS IN THE SOCIAL STUDIES CLASSROOM

Editor:	Robert B. Abelson
Publisher:	Social Science Education Consortium, Inc. and ERIC Clearinghouse for Social Studies/ Social Science Education
Publicaton Date:	1983
Grade Level:	K-12
Materials and Cost:	Book, paperbound, 142 pp, $8.95
Subject Area:	Social studies

This useful anthology is designed to equip social studies teachers with enough knowledge about microcomputers to feel comfortable experimenting with their use in the classroom. To that end, the book opens with an introduction to the computer itself. Although most of the papers in the volume have been previously published, the editor wrote this paper specifically for the book. It provides a clear, straightforward description of hardware components and how they work. Equally easy to understand is the discussion of different types of software and how the system runs them.

The second section of the book contains several papers on why and how microcomputers are being used in schools. The editor's introduction to the section lists some classroom uses for which computers are particularly well suited: providing conditions known to facilitate learning, providing conditions favorable to motivation, and providing efficient management of learning. The papers expand upon these ideas, describing a range of classroom applications, many specific to social studies, others suitable for all curricular areas.

The book's third section focuses on evaluating courseware. A list of journals that include critical reviews of courseware is presented, along with a description of data bases containing evaluative information. Criteria for evaluating courseware are also given.

The final section contains papers designed to introduce teachers to some of the social and educational issues surrounding the computer age and to some of the ways the new technology may affect both educational practice and the society at large. One article in this section, for example, provides a thought-provoking discussion of how social studies education should prepare youth for the computer and information age. Rather than concentrating on the computer itself, the authors look at social and political problems that the school children of today will be forced to face as adults. Implications for social studies education are drawn.

The book concludes with a list of related resources in the ERIC system. (LS)

90. WOMEN'S HISTORY CURRICULUM GUIDE

Publisher:	National Women's History Week Project
Publication Date:	Annual editions
Grade Level:	K-12
Materials and Cost:	Book, paperbound and 3-hole-punched, 61 pp, $7.50
Subject Area:	U.S. history, women's studies

The National Women's History Week Project annually prepares a curriculum guide to be used in support of National Women's History Week. The guides are useful throughout the year, however, "to facilitate teachers' first efforts at expanding the study of women in U.S. history."

The 1983 guide contains a variety of teaching aids. It opens with an explanation of the purpose of women's history week, providing an overview of activities appropriate for each day's observance. Also provided are lists of recommended resources of several types (books, audiovisual materials, posters, etc.), suggested activities for grades 1-6 and grades 7-12, materials to support a range of dramatic activities, readings about women of various ethnic groups, and a list of women's historical accomplishments.

The project has also developed a number of other materials of interest to teachers. These include a book entitled Women's History Lesson Plan Sets, which provides materials for developing understanding of what women were doing at three key stages in U.S. history (1776, 1849, and 1920) along with a chronology of women's multicultural history correlated with general history for the periods 1763-1786, 1835-1860, and 1907-1930; a 34-page bibliography of recommended resources for teaching women's history; a community organizing guide, which provides ideas and activities that can be used to generate community support for and involvement in women's history week activities; a packet of colorful materials for teaching about the traditional woman's art form of quilting; women from history postcards; and an educational game that helps students learn about the life of Harriet Tubman. Currently being developed is the National Women's History Network, which will offer a quarterly newsletter and reference information to educators or community organizers. Contact the project for more information about these materials and services. (LS)

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91. AMERICAN COWBOY, THE: DEVELOPING SMALL GROUP SOCIAL STUDIES INTERACTION EXPERIENCES IN THE ELEMENTARY CLASSROOM

ED 222 439

Author:	Edward Holmes, Jr.
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	15 pp; EDRS price: MF-$0.97/PC-$2.15, plus postage
Subject Area:	Social studies, U.S. history

Appropriate for elementary school students, this resource unit on the American cowboy provides four activities for small-group work. The unit also lists objectives and discusses the organization and dynamics of small groups. The general objective is for the student to learn how to work within groups and how to resolve group conflict. The activities involve students in writing a group poem about the American cowboy as depicted in movies and on television and drawing murals based on two verses of a poem about cowboys. A research project requires groups to choose a topic from five suggestions: Texas longhorn cattle, cattle branding, cowboy songs, cowboy dress, and cattle rustling. For the final activity, students participate in a brainstorming session to determine the characteristics of a cattle ranch in the Old West. (KC)

92. BASIC CITIZENSHIP CONCEPTS: LEARNING THE PLEDGE OF ALLEGIANCE

ED 221 433

Author:	L. JoAnne Elmore
Publisher:	Utah State Office of Education
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	76 pp; EDRS price: MF-$0.97/PC-$7.40, plus postage
Subject Area:	Citizenship education

This curriculum guide provides background information and a wide variety of activities designed to help elementary students understand and appreciate the Pledge of Allegiance. The guide contains eight lessons: "The Meaning of the Word 'Pledge'"; "What is Allegiance?"; "The History of the Flag"; "Symbols of America"; "What is a Republic?"; "What is a Nation?"; "Learning About Liberty"; and "Understanding Justice." Each lesson has a teacher and student component. The teacher component provides lesson objectives, materials

needed, procedure to follow, and evaluation criteria. Unit activities include presenting flannel board stories, drawing posters that depict problems facing our country, producing a play on the subject of loyalty, designing a flag representing the class, and making a booklet with pictures and articles depicting freedom. (NE)

93. BASIC LISTENING SKILLS

ED 220 894

Publisher:	Illinois Speech and Theatre Association and Illinois State Board of Education
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	25 pp; EDRS price: MF-$0.97/PC-$2.15, plus postage
Subject Area:	Social studies (skill development)

Intended to help school districts or classroom teachers develop and implement listening skills programs, this manual begins by stressing the importance of listening instruction and of the preparatory phase of listening readiness. This information is followed by a discussion of teaching assumptions about listening behavior that have been supported through research on listening skills. The next section identifies basic listening skills for preschool through grade 12 and indicates whether the skill should be introduced, focused, reviewed, or maintained at each grade level. The final sections provide sample listening activities; topics are becoming informed for preschool, imagining for grades K-3, feeling for grades 4-6, ritualizing for grades 7-9, and being controlled for grades 10-12. For each activity, the manual identifies the skills to be emphasized and provides directions for teaching and assessing the skills. (HOD)

94. BASIC SOCIAL STUDIES SKILLS

ED 223 518

Author:	James Hantula
Publisher:	Malcolm Price Laboratory School, University of Northern Iowa
Publication Date:	1982
Grade Level:	7-9
Materials and Cost:	74 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area:	Social studies (skill development)

This guide presents 20 successfully field tested learning activities designed to help junior high school students develop skills in reading social studies materials, critical thinking, geography, and history. Each self-contained activity includes background information, examples, and student exercises. Activities for improving content reading focus on key words, sexist words, social studies terms, important facts, and who, what, where, when, how, and why questions. To develop critical thinking skills, students complete exercises using flow charts, objective questions asking for specific information, ratings, and sources of information concerning the achievements of significant persons. Activities to develop skills in interpreting maps and globes focus on map directions and keys, places in the news, places which have physical features in common, and places where important events occurred. Students develop skill in understanding time and chronology by learning to discriminate myths from facts, to recognize the importance of dates, to distinguish primary and secondary sources, to read time lines, and to analyze current events. A checklist of social studies skills and a skills test are included. (RM)

95. CLASSROOM LEARNING ACTIVITIES FOR SOCIAL STUDIES

ED 223 495

Editor:	Montie Fisher
Publisher:	Oklahoma State Department of Education
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	288 pp; EDRS price: MF-$0.97/PC-$21.40, plus postage
Subject Area:	Social studies

Developed to aid Oklahoma educators, these easily duplicated learning activities can be used as a supplement in elementary and secondary social studies courses. Some of the teacher-developed activities are self-contained, while others require the use of commercially available books and films. Elementary-level activities deal with self-concept, personal space, family, neighborhoods, rules, laws, needs, Oklahoma history, U.S. history, and the students' role in the world. At the middle school/junior high and senior high levels activities are grouped by discipline; included are U.S. history, economics, geography, government/civics, Oklahoma history, American studies, psychology, sociology, world history/cultures, and general social studies. Some example activities follow. Elementary students prepare bulletin boards, conduct surveys, interview senior citizens, and write a list of rules that will govern their class. Middle, junior, and senior high students participate in skits, prepare budgets, draw maps of their neighborhoods, and listen to guest speakers. (RM)

96. CURRICULUM FOR PARENTHOOD EDUCATION

ED 224 755

Publisher:	California State Department of Education
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	54 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area:	Parenthood education

A conceptual framework was developed to aid teachers, parents, school administrators, and community and school site planning groups in developing a parenting program appropriate to the local community. The eight field-tested units of study are "Maximizing Individual Potential," "Parenting Responsibilities," "Family Composition/Living Styles," "Family As a Unit and How It Works," "Development Stages/Parenting Skills," "Family Challenges or Turning Points," "Community Resources Available to Help Individuals and Families," and "Parenting Your Own Parents/Aging." The first part of the publication outlines the main concepts covered in these units. The second part of the document provides an annotated listing of recent selected resources. Also included are guidelines for developing community support for parenthood education. (RM)

97. DEVELOPING STUDENT CREATIVITY IN GEOGRAPHY CLASSES

ED 228 118

Authors:	Paul H. Wragg and Rodney F. Allen
Publication Date:	1982
Grade Level:	7-12
Materials and Cost:	37 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Geography

This paper presents four secondary geography lessons focusing on creative thinking. In the first, students lay out and choose from alternative solutions to such problems as providing free public schooling to aliens in Texas, insulating a solar water heater, and providing mass transit in an urban area. Suggestions for brainstorming techniques in ecology, geography, energy, and economic/geography units are also provided. The second lesson focuses on imagining consequences of such personal and societal actions as raising the speed limit, giving Puerto Rico independence, and abolishing restrictions on immigration. In the third lesson, students create analogies to aid in unlocking long-term memory and projecting implications of various courses of action. The last lesson focuses on designing creative products using the criteria of the student's practical knowledge, originality, competence, moral or aesthetic sensitivity, and excellence. (KC)

98. DON'T STOP THE MUSIC: UNIT OF STUDY ON OLDER AMERICANS

ED 222 443

Publisher:	Oklahoma State Department of Education
Publication Date:	1982
Grade Level:	K-6
Materials and Cost:	50 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Aging

This guide provides background information and learning activities to help teachers provide elementary students with educational experiences regarding older Americans and the process of aging. The guide's first major section contains a facts-on-aging quiz and discusses myths and truths about older citizens. Examined are feelings and attitudes, family relationships, time, leisure, education, work, transportation, health, and money. The second section contains learning activities. Students read and discuss books, interview senior citizens, role play family relationships, correspond with older adults, draw pictures of how they might look as an older person, construct a family tree, and research what some famous people did after the age of 65. The publication concludes with teacher and student bibliographies. (RM)

99. ENERGY ADVENTURE CENTER ACTIVITY BOOK

ED 222 352

Author:	Linda L. Carlton
Publisher:	Wichita (Kansas) Unified School District
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	57 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area:	Energy education

This student book provides a range of activities for learning about energy. Activities include an energy walk, studying forms of energy in the home, constructing a solar hot dog cooker, interviewing senior citizens to learn about energy use in the past, and a role play comparing the lifestyles of two families. Among the concepts/topics covered in the various activities are work, forms of energy and energy conversion, renewable and nonrenewable energy resources, development of energy resources, societal use of energy, power and politics, and the future of energy. (JN)

100. EQUITY LESSONS FOR ELEMENTARY SCHOOL and EQUITY LESSONS FOR SECONDARY SCHOOL

ED 223 509 and 510

Publisher:	Philadelphia School District
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	42 and 65 pp; EDRS price: MF-$0.97 plus postage each/PC-$3.90 and $5.65 plus postage, respectively
Subject Area:	Nonsexist education, women's studies

These lessons are designed to help students develop an awareness of the many facets of sex-role stereotyping. The broad concepts of the ten elementary lessons correspond to the general areas of many basic elementary social studies programs. Career awareness, women in history, and consumer issues are among the topics covered. The varied activities involve students in reading, discussing, and dramatizing stories; learning songs; writing research reports on women; mounting pictures for display; and analyzing newspaper articles.

The secondary materials can serve as the basis for a minicourse or can be integrated into social studies courses, especially U.S. history. The foci of the units are reflected in their titles: "Recognizing and Challenging Stereotyping" (three lessons); "A Century of Struggle: The Women's Rights Movement in the United States" (three lessons); and "Women Who Worked for Justice in American Society" (five lessons). The activities in which students are involved are many and varied. For example, students keep a log for a period of time to observe and record instances of sex-role stereotyping in everyday life. They read and discuss primary sources, view films, write research reports, visit a state legislator, conduct surveys to determine people's attitudes towards ERA, and participate in a play. (RM)

101. EXPANDING ROLES THROUGH FAMILY LIFE EDUCATION: SIMULATION STRATEGIES ON EQUITY PRINCIPLES

ED 225 917

Authors:	Ruth E. Martin and Ann K. Mullis
Publication Date:	1982
Grade Level:	9-12
Materials and Cost:	27 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Nonsexist education

This paper presented at the annual meeting of the National Council on Family Relations describes eight activities designed to help high school students learn about equal education and employment opportunities and expand their life roles. Introducing the unit are two quizzes, one focusing on attitudes about work, family, and sex stereotyping and one looking at women in the work force. In another activity, female students respond to a "Cinderella" story, male students to a "Prince Charming" story; the aim is to enhance awareness of stereotyped role expectations. Students also complete worksheets on occupations, analyze a typical life in terms of time devoted to education and work, analyze scenarios presenting alternative lifestyles (divorced working parents contemplate joint custody, a long-married couple consider having children, an elderly parent needs care). The final activity is a teacher checklist to determine the extent of sex equity in the classroom and in textbooks. (KC)

102. IMMIGRANT EXPERIENCE, THE: A POLISH-AMERICAN MODEL

ED 230 451

Publisher:	Social Studies Development Center
Publication Date:	1983
Grade Level:	11
Materials and Cost:	78 pp; EDRS price: MF-$0.97/PC-$7.40, plus postage
Subject Area:	Ethnic studies, U.S. history

Designed to supplement 11th-grade U.S. history textbooks, these self-contained activities will help students learn about the Polish-American experience. The activities are organized around five themes: (1) the colonial period: early Polish-American influence, (2) the American Revolution through the Civil War: Polish-American perspectives, (3) Reconstruction and immigration, (4) immigration and industrialization, (5) contemporary issues, concerns, and perspectives. An annotated bibliography concludes the document. (RM)

103. INDIA: A LAND OF CONTRASTS

ED 222 413

Author:	Richard O. Peters
Publisher:	Global Horizons
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	25 pp; EDRS price: MF-$0.97/PC-$2.15, plus postage
Subject Area:	Area studies

This document presents a critical thinking/decision-making model to help students in grades K-12 understand East Indian culture. The first section provides background information about India from the 15th century B.C. to the present. Briefly discussed are religion, independence, political organization, social institutions, industry, population, and agriculture. The second section presents a "pro-active action model" (PAM) of strategies to affect student perceptions and understandings. The final section contains a sample unit on India for grades 3-12. Students view films, hear resource speakers, examine maps and artifacts, make a relief map, and study religions, urbanization, and the monetary system. Using the PAM model, students role play government officials and experts who must plan ways to avoid a famine brought on by crop failure. (KC)

104. LAW EDUCATION LESSONS, 1982-83

ED 228 157

Editor:	Rodney F. Allen
Publisher:	Leon County (Florida) Schools
Publication Date:	1983
Grade Level:	4-8
Materials and Cost:	138 pp; EDRS price: MF-$0.97/PC-$10.90, plus postage
Subject Area:	Legal education

Teacher-developed activities for elementary and junior high school students provide instruction in citizenship, civil governments, law in a free society, and the consequences for disobedience of the law. Part 1 contains 13 activities for lower elementary students. Games, questionnaires, discussions, checklists, and attitude scales reinforce students' awareness of responsibility to others, need for authority, enforcement of rules, the principal as the main school authority, and vandalism. In Part 2, 23 lessons for upper elementary school students focus on classification of common crimes, rules, sense of justice, the effect of crime on a community, knowledge of specific laws, vandalism, drugs, theft, and juvenile justice. Activities include listening to local law enforcement officials, role plays about rules and feelings, creative writing about justice, checksheets, discussions of specific laws, and values clarification. Part 3 contains lessons for junior high school students and a short "Introduction to Law" unit. Students examine the relative nature of right and wrong, differing points of view, and differing interpretations of the same laws through value scales, mock trials, and group rules. (KC)

105. OUR NEIGHBORS NORTH AND SOUTH: AN INTERDISCIPLINARY APPROACH TO TEACHING ABOUT CANADA AND MEXICO

ED 223 517

Authors:	Christine Brown and Candy Sousa
Publisher:	West Hartford (Connecticut) Public Schools
Publication Date:	1982
Grade Level:	6
Materials and Cost:	39 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Area studies

Social studies and foreign language teachers can use these two units to teach sixth-grade students about the cultures of Canada and Mexico. The units focus on the traditions, customs, and languages of the two countries. Each unit includes a rationale statement and description, a listing of goals and objectives, learning activities, addresses to write to for information, and a bibliography of print and nonprint resources. In the unit on Canada, students trace the development of the French language by reading two articles from National Geographic, learn the Canadian national anthem, make Canadian desserts for a class buffet (recipes are provided), compare U.S. and Canadian holidays, read books and view media, and participate in class discussions to learn about the Canadian government, geography, and culture. In the unit on Mexico, students read and discuss magazine articles, read a legend describing how Mexico got its name and the origin of its flag, role play illegal immigration, analyze cartoons, learn about Mexico's holidays, and make pinatas. Students also learn about Mexico's history, traditions, and culture through readings and media. (RM)

106. PEDAGOGY OF CONCEPT LEARNING IN THE ELEMENTARY GRADES, THE: AN INTERDISCIPLINARY APPROACH

ED 229 303

Authors:	Fred R. Savitz and Robert A. Disibio
Publication Date:	1983
Grade Level:	K-3
Materials and Cost:	27 pp; EDRS price: MF-$0.97/PC-$3.90, plus postage
Subject Area:	Interdisciplinary social studies

This document describes a 3-D approach (direct, divide, and diversify) to classroom instruction and management. The approach is designed for use in teaching concept-based lessons at the elementary level. Initially, the teacher directs an interactive learning process by diagnosing student needs and modifying subsequent learning tasks through analysis of student feedback. On this basis, the teacher

divides the children into a group of students with whom he/she will work directly and a group whose members will work independently. These students must select and complete activities that emerge from the third part of the approach, "diversity." The notion of diversity implies creative classroom instruction and management. The first sample lesson is designed to help children understand the concept of city through processes such as comparing, analyzing, evaluating, and generalizing. The second lesson on community development introduces students to the people who populated the American city from 1865 to 1910. Provided for each sample lesson are an overview, objectives, the focusing event, and the engagement activity. (RM)

107. POLITICAL TERRORISM: A MINI-COURSE FOR HIGH SCHOOL SOCIAL STUDIES

ED 227 026

Author:	Lucien Ellington
Publication Date:	1982
Grade Level:	10-12
Materials and Cost:	16 pp; EDRS price: MF-$0.97 plus postage; PC not available
Subject Area:	Current events, global issues

By participating in this two-week unit, high school students will learn that (1) political terror and other criminal activities differ, (2) governments as well as nongovernmental groups engage in political terrorism, (3) political terrorism has occurred throughout history, (4) political terrorism is a global problem, (5) a personality profile of a typical member of a terrorist group exists, and (6) there is no one best strategy for governments to use in dealing with terrorist groups. Teaching strategies include role plays, analysis of data, case study analyses, oral presentations, research, and class discussion. All materials and background information needed to teach the basic course are included. To implement some of the follow-up activities, however, teachers will need access to such outside resources as novels. (RM)

108. PROJECT ECONOMIC STEW: A STUDY OF POULTRY AND RICE

ED 228 133

Author:	Penny Fox
Publisher:	Asbell Elementary School (Fayetteville, Arkansas)
Publication Date:	1982
Grade Level:	3
Materials and Cost:	104 pp; EDRS price: MF-$0.97/PC-$9.15, plus postage
Subject Area:	Economics

This document describes a two-semester economics project for third-grade children. In the first semester, students were introduced to basic economic concepts; in the second, they learned about the origin, production, and distribution of rice and poultry and how these products affect the local and state economies of Arkansas. Lessons, which are described in the report, involved students in such activities as reading and discussing books, analyzing movies, and setting up a mini-factory. At the end of the year, the students created and produced an original play based on their economic study. Throughout the year, many outside resources were used. For example, parents, grandparents, and friends involved in the poultry industry shared their knowledge and experience. A Filipino college student compared labor in the Philippines to the technology used on American farms. High school members of the Future Farmers of America served as mentors and made presentations to the students. Although many of the activities were specific to the state, they can serve as models for study of other regionally important industries. Other activities could be used in any state or region. (RM)

109. STANDARDS FOR EVALUATION OF INSTRUCTIONAL MATERIALS WITH RESPECT TO SOCIAL CONTENT

ED 230 471

Publisher:	California State Department of Education
Publication Date:	1982
Grade Level:	K-12
Materials and Cost:	33 pp; EDRS price: MF-$0.97 plus postage; PC available only from publisher ($1.50 plus sales tax)
Subject Area:	Social studies

This document provides reasonable, systematic standards for evaluation of instructional materials. The guidelines are based on the social content requirements of the California Education Code laws, which require that instructional materials (1) provide positive experiences, (2) encourage aspirations unlimited by narrow and stereotyped portrayals, and (3) provide an image of a pluralistic, multicultural society in which any member of any cultural group is looked upon as an individual, not just as a member of a group. The major portion of the guide provides evaluation standards for the following areas: male and female roles; ethnic and cultural groups; older persons and the aging process; disabled persons; entrepreneur and labor; religion; ecology and environment; dangerous substances; thrift, fire prevention, and humane treatment of animals and people; brand names and corporate logos; and foods. (RM)

110. TEACHING RACE-ETHNIC RELATIONS THROUGH SCIENCE FICTION IN SENIOR HIGH SCHOOL SOCIAL STUDIES

ED 222 408

Author:	H. L. Prosser
Publication Date:	1982
Grade Level:	11-12
Materials and Cost:	24 pp; EDRS price: MF-$0.97/PC-$2.15, plus postage
Subject Area:	Multiethnic education, sociology

A rationale for teaching 12th-grade sociology using Ray Bradbury's novel, The Martian Chronicles, is presented in this document, along with suggestions for use of the novel. Because high school sociology textbooks are not always stimulating to read, science fiction is recommended to supplement texts, providing motivation for learning. The story "Ylla" contains three dominant race-ethnic themes: alien, inferior race, and minority figures. "Ylla" makes a poignant commentary on the question of race-ethnic relations from the perspective of what they may be on another world. Possible discussion and testing questions are provided. (RM)

111. WORKING, EARNING AND LEARNING: CREATIVE ECONOMIC EDUCATION, K-2

ED 222 251

Author:	Melody Davis
Publisher:	Oklahoma State Department of Education
Publication Date:	1982
Grade Level:	K-2
Materials and Cost:	71 pp; EDRS price: MF-$0.97/PC-$5.65, plus postage
Subject Area:	Economics, social studies

This guide suggests ways to include economic generalizations in the units of study that are already taught in most K-2 classrooms. Activities are provided to accompany units on self-concept, the family, the community, the farm, pilgrims and Indians, and the role of money. Also included are guidelines for taking field trips and setting up a small business in the classroom. Letters intended to enlist parents' help in providing experiences in economics for the child at home are also provided. (MP)

LIST OF NEW SUPPLEMENTARY MATERIALS

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
AGING						
Aging Quest, The	Educators and Consultants	1982	7-9	Spiralbound manual and game cards	$48.00	Myths and facts about aging, retirement, and other issues
Annual Editions: Aging	Dushkin	1983	11-12	Paperbound book	$8.06	Articles on the social and psychological aspects of aging
Challenge of Aging, The: A Bibliography	Libraries Unlimited, Inc.	1983	9-12	Hardbound book	$22.50	Overview of aging, grouped by "lifetasks" confronted as one moves from middle years to retirement to old age
Understanding Aging	TLA Project	1982	K-6	Curriculum plan	$10.00	Activities to foster more positive attitudes and better understanding of aging
What's It Like to be Old	TLA Project	1982	7-12	Curriculum plan	$2.00	Simulation of physical and social problems of aging
ANTHROPOLOGY						
Annual Editions: Anthropology	Dushkin	1983	11-12	Paperbound book	$7.65	Contemporary and classic issues in cultural anthropology
Sun Dagger, The	Bullfrog Films	1983	7-12	16mm film	$450.00	Discovery of a thousand-year-old calendar in New Mexico
AREA STUDIES						
Africa Today: An Atlas of Reproducible Pages	World Eagle	1983	5-college	Paperbound book	$25.00	Maps and data tables on Africa
Amigos	Interact	1983	4-10	Simulation	$23.00	Simulated race through Latin America

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Australia and New Zealand: A Regional Study	Random House/EEM	1982-83	9-12	3 filmstrip/ cassettes, guide, 2 dup. masters	$74.00	A filmstrip voyage to faraway "down under"
China in Revolution: A Sleeping Giant Awakes	Random House/EEM	1982-83	9-12	2 filmstrip/ cassettes, guide, dup. master	$55.00	China's leap from feudalism to a united republic
China: The Rise to World Power	Dodd, Mead & Co.	1983	10-12	Hardbound book	$10.95	The history of China, emphasizing its development into a giant Communist power
Claus and Karin of Koblenz	Encore Visual Education	1983	5-9	1 filmstrip/ cassette, guide	$27.00	Family life, women's roles in modern Germany
Discovering Our Heritage	Dillon Press	1983	5-9	8 hardbound books	$9.95 ea.	History, present life, and emigrants to U.S. from China, France, Ireland, Italy, Japan, Korea, Mexico, and Sweden
European Studies: The Southern Nations	Random House/EEM	1982-83	9-12	4 filmstrip/ cassettes, guide, 2 dup. masters	$97.00	An up-to-date overview of the four Southern European nations: Spain, Portugal, Italy, Greece
European Studies: The Western Nations	Random House/EEM	1982-83	9-12	6 filmstrips/ cassettes, guide, 3 dup. masters	$144.00	France, Belgium, Switzerland, the Netherlands, West Germany, Austria
Germany: Divided Berlin	Encore Visual Education	1983	7-12	2 filmstrip/ cassettes, guide	$49.00	Contrasts between democratic and communist parts of Berlin
Greenland: Island at the Top of the World	Dodd, Mead & Co.	1983	10-12	Hardbound book	$10.95	A look at Greenland from its discovery to its entrance into the modern world

Japan	Educational Masterprints	1982	9-12	Duplicating masters	$6.50	Review quizzes
Journey Into China	National Geographic Society	1982	7-12	Hardbound book	$23.95	Wall maps of lands and peoples
La Belle France	Encore Visual Education	1983	7-12	4 filmstrip/ cassettes, guide	$87.00	France in modern European and world affairs
Land and People	Coronado Publishers	1983	4-9	4 hardbound books	$7.35 ea.	Geography and people of China, Japan, the Middle Ages, and ancient Greece and Rome
Latin America	Educational Masterprints	1982	9-12	Duplicating masters	$6.50	Review quizzes
Latin American Studies: Central America	Random House/EEM	1982-83	9-12	4 filmstrip/ cassettes, guide, 2 dup. masters	$97.00	The seven countries that form a pivotal link in the Western Hemisphere
Latin American Studies: Mexico	Random House/EEM	1982-83	9-12	4 filmstrip/ cassettes, guide, 2 dup. masters	$97.00	Our neighbor to the south--its rich past, its promising future
Latin American Studies: South America	Random House/EEM	1982-83	9-12	10 filmstrip/ cassettes, 2 guides, 3 dup. masters	$218.00	The essence of 13 South American countries
People's Republic of China, The	National Geographic Society	1983	5-12	3 filmstrip/ cassettes, 3 guides	$79.95	Unifying elements and regional differences in the People's Republic of China
CAREER EDUCATION						
Guide to Careers in World Affairs	The Foreign Policy Assoc.	1982	9-12	Paperbound book	$4.95	Sources of employment in international business, banking, finance, government, etc.

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Maybe You Belong in a Zoo	Dodd, Mead & Co.	1982	7-9	Hardbound book	$12.95	An overview of all jobs available in zoos
Prepare Yourself: Alternatives After High School	Random House/EEM	1982-83	9-12	3 filmstrip/ cassettes, guide	$72.00	Practical advice for high-schoolers choosing a career path
Solving Problems/Making Decisions	South-Western Publishing	1983	9-12	Workbook	$4.85	Decision-making models for analyzing personal traits and career/life choices
Try These on for Size, Melody!	Dodd, Mead & Co.	1982	2-5	Hardbound book	$9.95	Steps involved in shoeing a horse
CONSUMER EDUCATION						
Better Cents	Educational Insights	1983	4-8	Reproducible workbook	$6.95	Social concepts related to consumer issues
Consumers Report	Consumers Union	8 times/yr	8-12	Magazine and teacher's guide	$4.00	Consumer concepts
Penny Power	Consumers Union	Bimonthly	4-8	Magazine and teacher's guide	$6.00	Consumer concepts infused into basic curriculum
CURRENT EVENTS						
Annual Editions: Social Problems	Dushkin	1983	11-12	Paperbound book	$7.65	Power, inequality, victims, scarcity
Asking for Trouble: The Autobiography of a White African	Beacon Press	1982	10-12	Paperbound book	$9.13	A white South African's transformation from racist to opponent of apartheid
Communism	Prentice-Hall Media	1983	9-12	2 filmstrip/ cassettes, guide	$73.00	Describes the rise of communism and present economic realities in several countries

Exploring Political Terrorism	Human Relations Media	1982	7-12	3 filmstrip/ cassettes, guide	$129.00	Political terrorism
Media Voices: Debating Critical Issues in Mass Media	Dushkin	1982	11-12	Paperbound book	$6.25	Media's rights and responsibilities and effects on public policy
New Americans, The	Dodd, Mead & Co.	1983	10-12	Hardbound book	$13.95	Today's immigrants, refugees, and illegal aliens
New York Times Current Affairs Series	Random House/EEM	1982-83	9-12	8 filmstrip/ cassettes, guide, dup. master	$32.00 ea.	Poland, social security, TV, U.S. policy in the Third World, rights of criminals, abortion, and terrorism
Quest for Oil: Exploration and Exploitation	Random House/EEM	1982-83	9-12	2 filmstrip/ cassettes, guide, dup. master	$55.00	How oil became a political weapon on the world scene
Robotics: The Human Dilemma	Prentice-Hall Media	1983	9-12	2 filmstrip/ cassettes, guide	$73.00	Technological revolution, self-fulfillment, and the changing work environment
Scholastic Update	Scholastic	9 times/yr	8-12	Magazine	$3.95	Public affairs
Slab City	Wombat Productions	1982	7-12	16mm film Videocassette	$495.00 $350.00	How senior citizens deal with housing and financial pressures
Soviet Union, The	Congressional Quarterly, Inc.	1982	12	Paperbound book	$9.25	Analysis of U.S.-Soviet relationships
U.S. Defense Policy	Congressional Quarterly, Inc.	1983	12	Paperbound book	$8.95	Latest developments in American national security and defense
ECONOMICS						
Annual Editions: Economics	Dushkin	1983	11-12	Paperbound book	$7.65	Foundations of macro, micro, and international economics
Annual Editions: Macroeconomics	Dushkin	1983	11-12	Paperbound book	$7.65	Economic indicators, employment, fiscal policy

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Business	Interact	1983	5-10	Simulation	$23.00	Simulated business
Corporations	Prentice-Hall Media	1983	9-12	2 filmstrip/ cassettes, guide	$73.00	Role corporations play in American economics and social life past and present
Economics/Political Science Series: Analyzing Economic Development Policies of Developing Countries	Joint Council on Economic Education	1983	9-12	Paperbound book	$4.50	Understanding, measuring, and assessing economic progress in poorer countries
Interest Rates: The Impact on Society and the Individual	Human Relations Media	1982	7-12	2 filmstrip/ cassettes, guide	$99.00	Interest rates--how they work, how they affect people
Learning Economics Through Children's Stories	Joint Council on Economic Education	1982	K-6	Paperbound book	$3.00	Annotated bibliography of over 200 stories and articles to enhance the teaching of economics
Mean Jeans Manufacturing Company	South-Western Publishing	1983	9-12	Simulation	$55.00	Flow-of-work business community simulation
Our Economy: How It Works, Activities and Investigations	Addison-Wesley	1983	7-12	Paperbound book	$4.29	Worktext that provides activities on 8 economic themes
Taking Sides: Clashing Views on Controversial Economic Issues	Dushkin	1983	11-12	Paperbound book	$8.06	Such topics as anti-trust policy, wage and price controls, multinational corporations
Trustbusting	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$43.00	How government and private industry view regulations, today and in the past

ENERGY EDUCATION						
Economics of Energy, The: A Teaching Kit	Joint Council on Economic Education	1983	7-12	3-ring binder	$12.00	11 lessons, test forms, and annotated bibliography on economics of energy
Energy Issues	Congressional Quarterly, Inc.	1982	12	Paperbound book	$7.95	New directions and goals for energy
What Energy Means	National Geographic Society	1982	K-6	16mm film Video	$255.00 $220.00	Overview of energy issues
ENVIRONMENTAL EDUCATION						
Acid Rain: A Plague Upon the Waters	Dillon Press	1982	9-12	Hardbound book	$12.95	Economics, politics, and history of acid rain problem
Annual Editions: Environment	Dushkin	1982	11-12	Paperbound book	$7.65	Population, pollution, energy, resources, wildlife
Environmental Issues	Congressional Quarterly, Inc.	1982	12	Paperbound book	$7.95	Prospects and problems
In Our Own Backyard: The First Love Canal	Bullfrog Films	1982	7-12	Videocassette	$200.00	Describes events at Love Canal, 1978-80
Our Drinking Water: A Threatened Resource	Public Affairs Committee	1983	7-12	Paperbound pamphlet	$0.50	Water resources
Taking Sides: Clashing Views on Controversial Environmental Issues	Dushkin	1983	11-12	Paperbound book	$8.06	Views on such topics as nuclear power, the clean air act, cancer
FUTURE STUDIES						
Martian Chronicles, The	Media Basics	1983	6-12	Filmstrip/ cassette program	$116.50	The future history of the colonization of Mars

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
GEOGRAPHY						
Beginning Geography	Right on Programs	1983	1	Disk/cassette for Apple and PET	$18.00	Directions, symbols, mountains, rivers, and cities
Canada's Wilderness Lands	National Geographic Society	1982	7-12	Hardbound book	$10.25	Geography of Canadian wilderness
Ecology of a Bay	Enjoy Communications	1982	K-6	Filmstrip/ cassette, guide	$26.00	Life forms and environment of a bay
Geography	MECC	1982	4-10	Diskette and guide for Atari	$37.00	Continents, states, capitals
Geography (Neighbors)	E. David and Assoc.	1982	4-12	Cassette Diskette for Apple or PET	$99.00 $104.00	Map skills game
Hands-on Geography	Nystrom	1983	4-9	7 programs, including desk maps and activities	$279.00 per set	Map skills, topography, and people of world and continents
ISPY	E. David and Assoc.	1983	5-12	Cassette Diskette for TRS-80	$24.95 $24.95	Arcade-type map skills game
Medalist Continents	Hartley Courseware	1982	4-9	Computer software	$39.95	Facts about continents and oceans
Medalist States	Hartley Courseware	1982	4-9	Computer software	$39.95	Facts about states
North America: Land of Many People	National Geographic Society	1983	K-4	Filmstrip/cassette, guide	$29.95	Foods, music, crafts, recreation, neighborhoods

Q'NA	Cuenjay	1983	2-12	Master diskette Data set	$39.95 $19.95	Master program questions students on data supplied by teacher or on data set
Touring	E. David and Assoc.	1982	4-12	Cassette Diskette for Apple or PET	$99.00 $104.00	Map skills game
Turning Points	Penguin Books	1983	4-6	6 paperbound books	$3.50 ea.	Changes in the environment; topics are continents and climates, earthquakes and volcanoes, mountains and valleys, rivers and lakes, seas and oceans, weather
U.S. Geography	Concept Educational Software	1983	6-9	Diskette	$35.00	U.S. geography
Viking Children's World Atlas, The	The Viking Press	1983	1-6	Clothbound book	$6.70	20 maps and 100 photos showing characteristics of parts of the world
World Geography	Concept Educational Software	1983	6-9	Diskette	$35.00	World geography
World Regions	Right On Programs	1983	3	3 disk/cassettes for Apple and PET	$18.00 ea.	Climate, animals, birds, and plant life of polar, desert, and mountain regions
GLOBAL EDUCATION						
America in the World: A Guide to U.S. Foreign Policy	Foreign Policy Association	1983	9-12	Paperbound book	$9.95	History of U.S. foreign policy and process by which policy is made
Annual Editions: World Politics	Dushkin	1983	11-12	Paperbound book	$7.55	Politics of the U.S., USSR, Western Europe, Japan, and the Third World

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Children Around the World	Random House/EEM	1982-83	4-6	12 filmstrip/ cassettes, 2 guides	$255.00	Children of Asia, Australia, Oceania, South America, and Africa
Conflict in Northern Ireland	Prentice-Hall Media	1982	9-12	2 filmstrip/ cassettes, guide	$73.00	Changes in the area in the past ten years
Festivals of Light	U.S. Committee for UNICEF	1983	4-6	64 slides, cassette, 2 guides	$22.50	Introduction to celebrations honoring the sun, fire, and light
Global Education Resource Kits	Planetary Citizens	1982-83	10-12	6 self-educational resource kits	$3.50 to $6.00 ea.	Disarmament, economics, ecology, hunger, agriculture, population, human rights
Great Decisions '83 and '84	Foreign Policy Association	1983-84	9-12	2 paperbound books 2 teacher's guides Bibliography	$6.00 $2.00 $2.00	Background and analysis of eight important foreign policy issues Provides over 150 titles including general references
Headline Series	Foreign Policy Association	1972-83	9-12	Paperbound books	$3.00	31 titles; each examines current U.S. foreign relations issue
Intercoms 102, 103, and 104	Global Perspectives in Education	1982-83	7-12	3 journals	$4.00 ea.	Food and hunger, law, and integration of social studies and foreign language instruction
Israel and the U.S.: Friendship and Discord	Foreign Policy Association	1982	9-12	Pamphlet	$1.00	Short and long-term issues
Korean Conflict	Prentice-Hall Media	1982	9-12	Filmstrip/cas-, sette, guide	$43.00	Historical background and viewpoints of conflicting sides
Vietnam-Tonkin Gulf Resolution	Prentice-Hall Media	1982	9-12	Filmstrip/cassette, guide	$43.00	Results of resolution and the final stages of the war

LEGAL EDUCATION

Annual Editions: Criminal Justice	Dushkin	1983	11-12	Paperbound book	$7.65	Crime, juvenile justice, corrections, police
Bill of Rights in Action	Constitutional Rights Foundation	Quarterly	10-12	Magazine	$5.00/yr.	Law-related, social studies themes; example topics--grass roots political processes, recent Supreme Court decisions, censorship
California State Mock Trial Competition Packet	Constitutional Rights Foundation	1982	9-12	Paperbound book	$4.25	Model for staging a mock trial competition
Civil Law: Understanding Your Rights, Remedies and Obligations	Human Relations Media	1983	7-12	3 filmstrip/cassettes, guide	$129.00	Rights and obligations, avoiding legal pitfalls
Criminal Justice: Advanced Readings and Activities	Constitutional Rights Foundation	1983	10-12	Paperbound book	$6.95	Crime, criminal law, and procedures; role-plays and simulations
Criminal Justice System in America, The	Human Relations Media	1982	7-12	3 filmstrip/cassettes, guide	$129.00	History and features of criminal justice system
Freedom of the Press: A Simulation of Legal Issues in Journalism	Legal Studies Simulations	1983	9-12	Simulation	$34.50	Legal and ethical issues in gathering news
Great American Trials	Random House/EEM	1982-83	7-12	6 filmstrip/cassettes, guide	$141.00	Salem witch trial, John Peter Zenger, Scopes, Sacco and Vanzetti, Alger Hiss, Chicago 7
Of Codes and Crowns: The Development of Law	Constitutional Rights Foundation	1983	9-12	Paperbound book	$4.50	Development of law from prehistoric times to the Renaissance

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Posters for Law Education	Law Instructor Publications	1983	7-12	4 posters	$15.00	Stimulate interest in law
Supreme Court Justice and the Law	Congressional Quarterly, Inc.	1983	12	Paperbound book	$9.25	Members, operations, and decisions of the Supreme Court
Supreme Court Highlights	West Publishing	1983	9-12	Paperbound book	$4.45	Recent Supreme Court cases
Street Law: A Student's Guide to Practical Law	Random House/EEM	1982	9-12	6 filmstrip/cassettes, student book, guide	$149.00	Civil and criminal law cases
Taking Sides: Clashing Views on Controversial Legal Issues	Dushkin	1983	11-12	Paperbound book	$8.06	Views on such topics as the adversary system, the death penalty, and abortion
MULTICULTURAL EDUCATION						
Embers: Stories for a Changing World	Feminist Press	1983	3-8	Paperbound book Teacher's edition	$8.05 $17.05	Overcoming barriers of sex, race, and disability
NUCLEAR/PEACE EDUCATION						
Beyond the Freeze: The Road to Nuclear Sanity	Beacon Press	1983	7-12	Paperbound book	$5.72	Nuclear arms race
Disarmament: The Quest for Peace	Human Relations Media	1983	7-12	4 filmstrip/cassettes, guide	$159.00	Evolution of arms control and nuclear policy
Ground Zero	Interact	1983	7-12	Individual learning project	$7.00	Effects of nuclear war
Nuclear Arms	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$47.00	History of nuclear arms; pros and cons of continued buildup

Nuclear Energy	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$47.00	Origins of nuclear energy and the advantages and disadvantages of nuclear power plants
Peace: A Conscious Choice	Bullfrog Films	1982	5-12	16mm film	$90.00	Steps toward world peace
Peace and World Order Studies: A Curriculum Guide (4th ed.)	World Policy Institute	1983	11-12	Curriculum guide	$9.95	Methodology and practice of peace and world order studies
Peace Child	Peace Child Foundation	1982	4-10	Script, scores, cassette, book, and newsletter	$30.00	Play designed to stimulate thinking about the world's future
PSYCHOLOGY						
Annual Editions: Personal Growth and Behavior	Dushkin	1982	11-12	Paperbound book	$7.65	Self-identity, sex roles, deter-terminants of behavior, mal-adjustment, coping
Annual Editions: Psychology	Dushkin	1983	11-12	Paperbound book	$7.65	Biological bases of behavior, psychological development, personality
Coming of Age	New Day Films	1982	9-12	Film Video	$695.00 $560.00	Male-female relationships, racial identity, family dynamics
Taking Sides: Clashing Views on Controversial Psychological Issues	Dushkin	1982	11-12	Paperbound book	$8.06	Such topics as psycho-surgery, intelligence, homosexuality
SOCIAL STUDIES						
American Legacy	Agency for Instructional Television	1983	5-6	16 16mm films 16 videocassettes	$250.00 ea. $125.00 ea.	Geographic and historic details of regions of the United States

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Christmas in Many Lands	National Geographic Society	1983	3-6	Filmstrip/cassette, guide	$29.95	Christmas customs around the world
Community Helpers	Right On Programs	1983	2	Disk/cassette for Apple & PET	$18.00	Community services and those who provide them
Game Show, The	Computer-Advanced Ideas	1982	2-8	Software authoring diskette Subject diskettes	$39.95 $19.95 ea.	Authoring system to create lessons; four subject diskettes available
Holidays and Festivals	Right On Programs	1983	2	Disk/cassette for Apple and PET	$18.00	Vocabulary, games, customs, and gifts of U.S. holidays
Master Match	Computer-Advanced Ideas	1983	K-12	Diskette Subject diskettes	$39.95 $19.95 ea.	Quiz show format; four subject diskettes available
On This Day: A Collection of Everyday Learning Events and Activities	Libraries Unlimited	1983	K-12	Handbook	$27.50	Chronology to help teachers develop activities about historical events, personalities, discoveries, and inventions
School Manners	Educational Insights	1983	1-4	3 coloring books	$3.95 ea.	Development of social awareness
Singing Tree, The	Developmental Learning Materials	1983	K-3	20 filmstrips, 2 manuals	$200.00	Songs and photos encouraging students to examine the world around them
Story Tree, The: Manners and Holidays	Developmental Learning Materials	1983	K-3	12 filmstrips, 2 guides	$175.00	Manners and holidays
Study Quiz Files and Multiple-Choice Files	Compu-Tations	1982	2-12	Diskettes for Apple or Atari	$24.95 ea.	Program to create quiz lessons on any subject

Tic Tac Show	Computer-Advanced Ideas	1982	K-8	Diskette Subject diskettes	$39.95 $19.95 ea.	Animated quiz show system; four subject diskettes available
Transportation	Right On Programs	1983	2	Disk/cassette for Apple and PET	$18.00	History and use of various types of transportation
Working It Out	Perennial Educ.	1983	9-12	Filmstrip	$40.00	Decision making for teens
Your Community	Right On Programs	1983	1	Disk/cassette for Apple and PET	$18.00	Large cities, small towns--similarities and differences
SOCIAL STUDIES (SKILL DEVELOPMENT)						
Be a Better Reader	Prentice-Hall	1984	4-12	9 workbooks	$4.50-$4.98 ea.	Comprehension/study skills applied to content areas
Comprehension Through Active Involvement	Developmental Learning Materials	1983	7-12 (remedial)	2 paperbound workbooks 2 guides	$3.00 ea. Guides free	Reading skills through high-interest selections from science and social studies
DEAL: Daily Experiences and Activities for Living	Developmental Learning Materials	1983	7-12 (remedial)	6 paperbound workbooks 6 guides	$3.25 ea. Guides free	Information sources, consumer buying, housing, working, nutrition and health, transportation
Learning About Time	National Geographic Society	1983	K-3	2 filmstrip/cassettes, guide	$59.95	Time/chronology skills
Maps and Globes	Coronado Publishers	1983	4-9	Hardbound book	$7.98	Basic map and globe skills
Research Skills	Coronado Publishers	1983	4-9	Hardbound book	$7.98	Basic research skills

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SOCIAL STUDIES TEACHER EDUCATION						
Social Studies in the 1980s	ASCD	1982	College	Paperbound book	$8.75	Current state of social studies, with recommendations for future
SOCIOLOGY						
Annual Editions: Marriage and Family	Dushkin	1983	11-12	Paperbound book	$7.65	Formation, maintenance, and termination of relationships
Taking Sides: Clashing Views on Controversial Social Issues	Dushkin	1982	11-12	Paperbound book	$8.06	Views on such topics as poverty, affirmative action, the women's movement
STATE STUDIES						
Living Wyoming's Past	Pruett Publishing	1983	4	Hardbound book	$12.95	Wyoming history
North Carolina: The History of an American State	Prentice-Hall	1983	7-9	Hardbound book	$13.80	History and geography of North Carolina, its cultural heritage, and the state today
States of the United States	Right On Programs	1983	5	Disk/cassette for Apple and PET	$18.00	Basic information on the 50 states
U.S. GOVERNMENT						
Annual Editions: American Government	Dushkin	1983	11-12	Paperbound book	$7.65	Structure and process of U.S. government
Branches of Government	National Geographic Society	1982	7-12	3 16mm films, guides Videos	$400.00 ea. $360.00 ea.	A look at each branch of the federal government
CQ Guide to Current American Government	Congressional Quarterly, Inc.	1983	12	Paperbound book	$7.95	Inside look at American government

Democracy	Right On Programs	1983	5	Disk/cassette for Apple and PET	$18.00	U.S. government, Constitution, Bill of Rights
Enemy of the People, An	Media Basics	1982	9-12	Filmstrip/cassette	$116.50	Exploration of the meaning of democracy and free expression
FDR's 100 Days	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$47.00	New Deal programs and their influence on today's society
House, The: A Contemporary Look	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$43.00	Changes in the past 10 years
How Congress Works	Congressional Quarterly, Inc.	1983	12	Paperbound book	$9.25	U.S. Congress leadership, procedures, pressures
Policy Choices: Critical Issues in American Foreign Policy	Dushkin	1983	11-12	Paperbound book	$8.06	Such foreign policy topics as human rights and the U.S. and the Third World
Presidency: Decade of Change	Prentice-Hall Media	1982	9-12	Filmstrip/cassette, guide	$43.00	Changes in the office of the presidency
Senate, The: A Contemporary Look	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$43.00	Changes in the past 10 years
Taking Sides: Clashing Views on Controversial Political Issues	Dushkin	1983	11-12	Paperbound book	$8.06	Views on such topics as capital punishment, gun control, and detente
Vice-Presidency: Decade of Change	Prentice-Hall Media	1982	9-12	Filmstrip/cassette, guide	$43.00	Changes in the office of the vice-presidency
Watergate	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$47.00	Events of the break-in and the drama that resulted in Nixon's resignation

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
We, the Government	Random House/EEM	1982-83	4-6	5 filmstrip/cassettes, guide	$130.00	Local to federal government
U.S. HISTORY						
Abe Lincoln in Illinois	Media Basics	1982	6-9	Filmstrip/cassette	$123.50	Lincoln's formative years in emerging frontier America
ACOA Series	Prentice-Hall Media	1983	9-12	4 filmstrip/cassettes, guide	$167.00	Major events of the past ten years in sociology and politics; Vietnam, the 1970s, lack of public trust in government, environmental problems
American History Through Biographies	Right On Programs	1983	4	Disk/cassette for Apple and PET	$18.00	Famous Americans of Colonial America and the Westward movement
American Indians	Right on Programs	1983	5	Disk/cassette for Apple and PET	$18.00	Way of life, language, and contributions of Indian tribes
American Indians of the Eastern Woodlands	National Geographic Society	1983	3-6	Cassette, activity sheets	$24.95	Life of Indians of the eastern U.S.
American Revolution, The	Random House/EEM	1982-83	4-6	4 filmstrip/cassettes, guide	$88.00	The dreams that led to the forging of America
America's Power and Prestige Since Vietnam	Human Relations Media	1982	7-12	3 filmstrip/cassettes, guide	$129.00	International events and key American policies since Vietnam
Annual Editions: American History	Dushkin	1982-83	11-12	2 paperbound books	$7.16 ea.	U.S. history from pre-colonial days to present

Challengeit!!!	Right On Programs	1983	5	3 looseleaf binders with disks, print materials, puzzles, vocabulary, and bibliography	$100.00 ea.	Indian life, patriotic songs of the U.S., American inventions
Developing the A-Bomb: A Decision of Destiny	Random House/EEM	1982-83	9-12	2 filmstrips, guide, 1 dup. master	$55.00	America's ushering in of the atomic age
Expeditions	MECC	1983	5-9	Diskette and manual for Atari	$36.00	Fur traders, Oregon trail
Great Depression, The: A Chronicle of the Lean Years	Random House/EEM	1982-83	9-12	2 filmstrip/cassettes, guide, 1 dup. master	$55.00	The long decade of the 30s
Growth of the United States	Right On Programs	1983	4	Disk/cassette for Atari and PET	$18.00	Growth of government, resources, industry
Jamestown and Williamsburg: America's Beginnings	Random House/EEM	1982-83	4-6	5 filmstrip/cassettes, guide	$108.00	History of the Jamestown and Williamsburg colonies
Labor Almanac, The	Libraries Unlimited	1983	9-12	Hardbound book	$25.00	Pertinent information on U.S. labor movement
Louis L'Amour's American West	Media Basics	1982	6-12	Filmstrip/cassette	$136.50	The spirit of frontier America
Mayflower Compact	Prentice-Hall Media	1983	9-12	Filmstrip/cassette, guide	$43.00	Background of the document and its effect on the governing principles of the U.S.
Medalist Black Americans	Hartley Courseware	1982	5-9	Computer software	$39.95	Facts about black Americans

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
Medalist Presidents	Hartley Courseware	1982	5-9	Computer software	$39.95	Facts about Presidents
Medalist Women in History	Hartley Courseware	1983	5-9	Computer software	$39.95	Facts about American women
Memorable Americans: 1750-1950	Libraries Unlimited	1983	7-12	Hardbound book	$23.50	Men and women who influenced U.S. culture and history
Studying History Can Be Fun	Law Instructor Publications	1983	7-12	Poster	$4.00	Motivational history poster
U.S. Presidents	Concept Education Software	1983	6-9	Diskette	$30.00	History and quizzes on U.S. Presidents
Vocabulary Review for American History	Educational Masterprints	1982	9-12	Duplicating masters	$6.50	Skill drills
Who Built America?	Right On Programs	1983	4	Disk/cassette for Apple and PET	$18.00	Immigrants: why they came, how they contributed
Writing Activities for American History	Educational Masterprints	1982	9-12	Duplicating masters	$6.50	Writing skills exercises
URBAN STUDIES						
Annual Editions: Urban Society	Dushkin	1982	11-12	Paperbound book	$8.06	Urban problems, social policies, and features
VALUES EDUCATION						
Energy and Morality	Bullfrog Films	1983	9-12	16mm film	$525.00	Relationship of energy use to value system
WOMEN'S STUDIES						
Antoinette Brown Blackwell: A Biography	Feminist Press	1983	10-12	Paperbound book	$8.95	Biography of women's rights advocate and ordained minister

First Women Who Spoke Out, The	Dillon Press	1983	6-12	Hardbound book	$8.95	Early activities for women's rights
Letters from Amelia: An Intimate Portrait of Amelia Earheart	Beacon Press	1982	10-12	Paperbound book	$9.57	Correspondence of aviator
Mixed Company: Women in the Modern Army	Beacon Press	1982	10-12	Paperbound book	$8.61	Women in the military
WORLD CULTURES						
Comparative World Religions	Random House/EEM	1982-83	9-12	6 filmstrip/cassettes, guide	$141.00	Tenets and practices of Hinduism, Judaism, Buddhism, Taoism, Confucianism, Shintuism, Christianity, and Islam
World Cultures	Random House/EEM	1982-83	4-6	10 filmstrip/cassettes, guide	$241.00	Cultures in Africa, India, South America, Europe
WORLD HISTORY						
Ancient Civilizations	Right On Programs	1983	6	Disk/cassette for Apple and PET	$18.00	Early Greek and Roman civilizations
Annual Editions: Western Civilization	Dushkin	1983	11-12	2 paperbound books	$7.16 ea.	Western civilizations from prehistory through the 20th century
Challengeit!!!	Right On Programs	1983	6	3 looseleaf binders with disks, printed materials, puzzles, vocabulary, and bibliography	$100.00 ea.	The Middle Ages, Renaissance, and Seven Wonders of the Ancient World
Dinosaur	Interact	1983	1-8	Simulation	$23.00	Simulated archaeological work
Early Humans	Right On Programs	1983	6	Disk/cassette for Apple and PET	$18.00	Prehistoric humans and how they lived and learned

Title	Publisher	Publication Date	Grade Level	Type of Material	Price	Content Focus
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Middle Ages, The	National Geographic Society	1983	7-12	3 filmstrip/cassettes, guide	$79.95	Major events and people of the period
Middle Ages, The	Right On Programs	1983	6	Disk/cassette for Apple and PET	$18.00	Political and economic facts of life
Preserving Egypt's Past	National Geographic Society	1982	7-12	16mm film Videc	$400.00 $360.00	Egyptian history
Rise of Nazism, The: Terror and Tragedy	Random House/EEM	1982-83	9-12	2 filmstrip/cassettes, guide, 1 dup. master	$55.00	History of the fascist movement
Russian Revolution, The: Czarism to Bolshevism	Random House/EEM	1982-83	9-12	2 filmstrip/cassettes, guide, 1 dup. master	$55.00	Events that led to the revolution
Vocabulary Reviews for World History	Educational Masterprints	1982	9-12	Duplicating Masters	$5.75	Skill drills

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